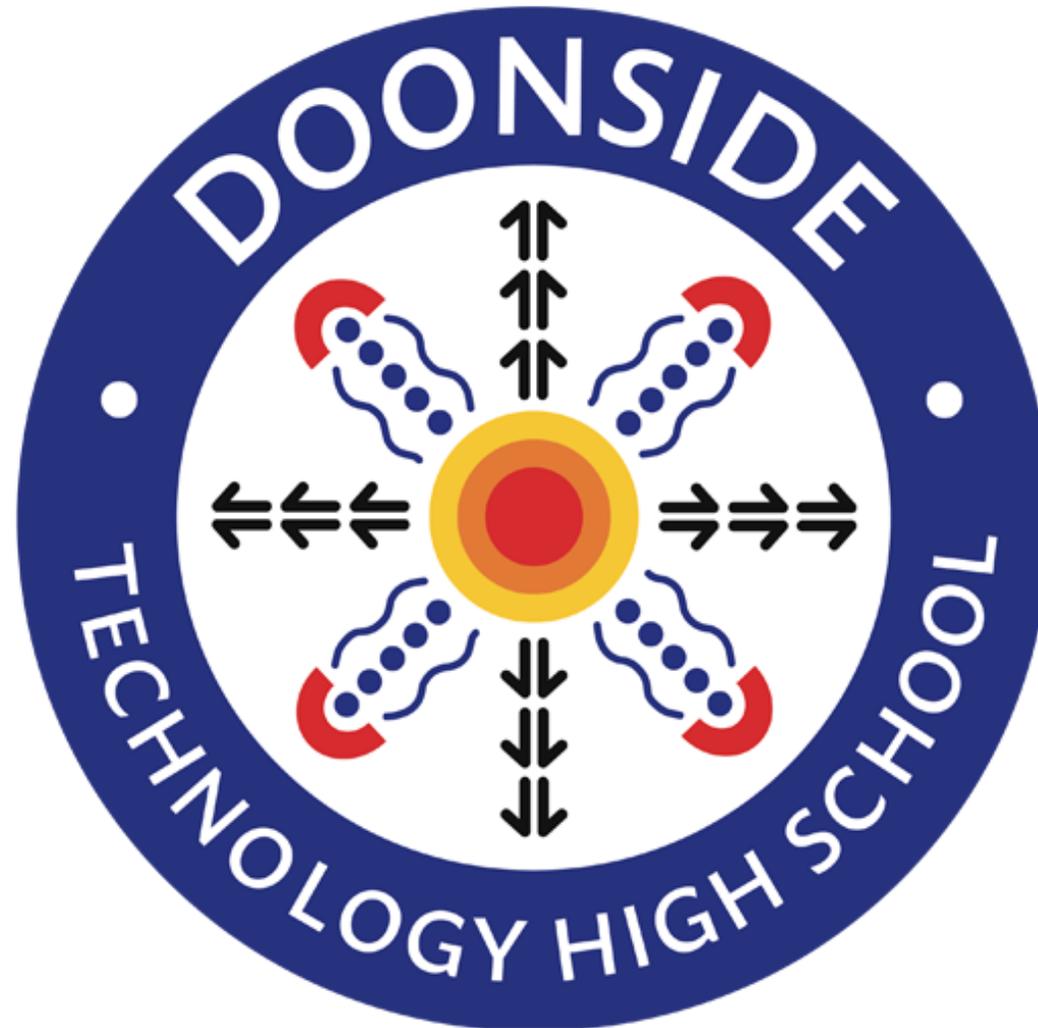


Strategic Improvement Plan 2021-2024

Doonside High School 8399



School vision and context

School vision statement

The vision for Doonside Technology High School is that every student reaches his or her full potential. Student success will be underpinned by innovative quality teaching, explicit instruction, student voice and a determination to identify the unique needs of every student. We aim to foster a culture of high expectations, collaboration and a shared commitment from all members of our school community to wellbeing, engagement, learning and success in and beyond school. Above all we will, with the support of community engagement, provide quality education that enables our students to develop attributes and skills to succeed at school and in their post school endeavours.

School context

Doonside Technology High School is a co-educational 7-12 comprehensive high school with a specific focus on the use of innovative and cutting edge learning technologies. The school serves the communities in the areas of Doonside, Marayong and Woodcroft but students are also enrolled who travel from a wider catchment area. The school has an ICSEA of 924 and a FOEI value of 152. There is a significant enrolment of Aboriginal students, 18% of the student population in 2021, and 29% of students have a background where English is an additional language or dialect. We have a diverse student population, an enrolment of 704 students and with enrolment numbers growing steadily over the last few years. Our support unit caters for the needs of 74 students with mild and moderate intellectual disabilities. The school acknowledges and celebrates the wide diversity of cultures within the school and broader community and is proud of the inclusion of all students in all aspects of the school.

The school's staffing entitlement in 2021 is 60 full time teaching staff plus 16 non-teaching staff. The school also employs a Head Teacher Wellbeing and a Head Teacher Middle School, an additional School Administrative Support Officer, a Media Officer and an additional teacher to support the Middle School program from Equity funds. There is good stability in the executive, permanent classroom teachers and school administrative staff with an average length of service for executive of 8 years, classroom teachers of 10.5 years and 9 years for administrative staff. There are 8 additional full time staff on temporary contracts.

Wellbeing and Student Learning Support have been key drivers for strategic improvement at Doonside Tehnology High School and, as a result, a number of programs have been acknowledged with Secretary and Minister's Awards. These programs and initiatives - Berry St, Life Education, RoSA@Work, Learning Support Hub and Middle Schools have been established in recent years and are having a positive impact on wellbeing, engagement and retention in the school. We are developing an alternate curriculum program, CORE Skills, to better cater for students requiring a non academic pathway.

As a result of the school's situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in school performance. This approach will include:

- Literacy and Numeracy skills embedded in all school programs
- Faculty based Higher School Certificate improvement plans
- Development of processes for differentiation and explicit teaching practices
- Development of staff evaluative practices, data use and skills
- Development of assessment and effective ongoing feedback practices
- Developing and embedding whole school and community practices to improve student attendance
- Engagement of parents, carers and community as drivers of student engagement and success

School vision and context

School vision statement

School context

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes and build strong foundations for success by developing and refining data-driven practices and embedding explicit teaching of literacy and numeracy strategies that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Literacy - Reading

- Increase the % of students achieving the top two bands in Reading from 7.8% to a target of 13%
- Increase % of results for ATSI students in Top 3 Bands in Reading from 21.9% to a target of 25%.

Target year: 2023

Expected Growth Literacy

- Improvement in % of students achieving NAPLAN expected growth in Reading increases from 59.4% to target of 67.4%

Target year: 2022

Numeracy

- Improvement in the % of students achieving the top two bands in Numeracy increases from a baseline of 5.4% to a target of 11.2%
- Increase % of results for ATSI students in Top 3 Bands in Numeracy from 8.8% to a target of 12.8%

Target year: 2022

HSC Achievement

- Increase % of results in Top 2 Bands HSC from 14.6% to a target of 19.1%
- Increase % of results of Top 3 Bands HSC from 42% to a target of 46%

Initiatives

Explicit Teaching of Literacy

Establish and implement a culture of specific targeted practices in the delivery of literacy strategies and focused on the improvement of all students' literacy skills.

- Implement a Stage 4 targeted Reading & Comprehension program
- Implement Stage 4 and 5 timetabled Literacy lessons and appoint a Literacy Coordinator to work alongside the HT English.
- Develop a Doonside Technology High School writing scaffold.
- Establish Learning Hub classes to provide ongoing support for individuals, small groups and Aboriginal targeted tutoring support programs.

Explicit Teaching of Numeracy

Establish and implement a culture of specific targeted practices in the delivery of numeracy strategies and focused on the improvement of all students' numeracy skills.

- Implement Numeracy lessons in years 7, 8, 9 and 10
- Embed Numeracy skills in all Stage 4 programs
- Establish structures and processes to identify students requiring individual and small group support
- Develop and implement processes to ensure all teachers have a sound understanding of student progress and achievement data to enable continuous improvement in teaching and learning

Attainment of HSC Results

Development of Faculty Management Plans integrating Higher School Certificate related improvement strategies

- Embed processes to ensure Faculty Management Plans focus on HSC trend results data to determine

Success criteria for this strategic direction

- Faculty management plans explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.
- Student assessment data is collated in reading and numeracy on a regular and planned basis and used responsibly as part of classroom instructions.
- Data and feedback inform teaching practice and direct learners and learning.
- Faculties analyse NAPLAN data and reflect on the success of reading and numeracy strategies and identify the next steps.
- Faculties analyse Higher School Certificate data and reflect on the success of subject specific strategies in their faculty management plan and identify the next step

Evaluation plan for this strategic direction

Literacy/Numeracy/Higher School Certificate Evaluation

Question: To what extent have we achieved our purpose and can demonstrate the impact and improvement of students' outcomes in reading, numeracy and HSC results?

Data sources will include:

- Internal assessment such as formative and summative tasks
- External assessment such as Plan 2, Renaissance Reading
- NAPLAN /Higher School Certificate/Attendance
- Withdrawal groups

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

Implications: The findings of the analysis will inform:

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Expected Growth Numeracy

- Increase % of students achieving NAPLAN expected growth in Numeracy from a baseline of 70.5% to a target of 73.9%

Target year: 2023

Aboriginal student HSC Attainment

- Increase proportion of ATSI students attaining HSC whilst maintaining their cultural identity increases by 20% from a baseline of 27.75% to at or above 47.75%

Target year: 2024

HSC Internal measures

- 100% of faculty plans embed components focusing on improving HSC results
- All teachers of Years 10, 11 & 12 use scaffolds to support students understanding and ability to respond to HSC style questions

Initiatives

direction and strategies for improving HSC results in each of their subjects each year.

- Develop planned, ongoing and strategic professional learning for all staff to analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice
- Implement procedures to ensure all teachers contribute to and engage with goal setting and transition planning with HSC students through Individual Education & Transition Plans and Personalised Learning Pathways to better cater for individual learning needs.

Evaluation plan for this strategic direction

- Future directions and budget allocation

Strategic Direction 2: Quality teaching

Purpose

To improve student learning outcomes through the implementation of teaching practices inclusive of explicit teaching, differentiation, formative feedback and assessment, allowing for students to understand where they are in their learning, what success looks like and what they need to do to improve. Teachers employ evidence-based teaching strategies and effective methods are identified, promoted and modelled. Students' learning improvement is continually monitored, demonstrating growth and adjustments to meet their needs.

Improvement measures

Target year: 2024

Explicit Teaching and Differentiation

- School Excellence Framework Self Assessment (SEF S-aS) process reflects a shift from 'Sustaining and Growing' to 'Excelling' in explicit teaching.
- All teaching programs reflect adjustments guided by the use of class profiles.
- Staff Tell Them From Me survey trend data indicates an improvement in staff's ability to differentiate for identified High Potential Gifted Education (HPGE) students.

Target year: 2024

Formative assessment and feedback

- 100% of teaching programs demonstrate embedded strategies of student self-reflection and feedback.
- All Stage 4 and 5 teaching programs include at least 2 formative assessment tasks to increase opportunities for students to receive feedback and to inform teaching.
- SEF S-aS reflects a shift from 'Sustaining and Growing' to 'Excelling' in feedback.

Initiatives

Explicit Teaching and Differentiation

Embed school-wide processes to ensure the implementation of explicit teaching and differentiation within the classroom:

- Identify and utilise exemplar teachers of explicit teaching for open classroom and team teaching.
- Build the capacity of staff across the school in effective explicit teaching strategies (effective questioning, differentiation, visible learning, student voice and gradual release of responsibility model).
- Develop and implement a co-teaching program for all beginning teachers.
- Develop a comprehensive Professional Learning program on:
 - effective design and implementation of class profiles.
 - effective use of the DTHS Learning Model
 - visible learning and the DTHS learning model.
- Embed school wide processes to ensure the implementation of differentiation within the classroom through:
 - faculty reviews
 - faculty support processes
 - development of class profiles.
 - Develop staff through professional learning on the implementation of High Potential and Gifted Education (HPGE) pedagogy.
 - Develop systems and processes to allow for identification of HPGE students.

Formative assessment and feedback

Development of evidence-based feedback and

Success criteria for this strategic direction

Explicit Teaching and Differentiation

- Lesson observations demonstrate staff effectively using the DTHS learning model.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Policies and procedures are developed to identify and support effective differentiation for HPGE students.
- "Walk throughs" demonstrate explicit teaching practices are evident school wide.

Formative Feedback and Assessment

- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Feedback from students on their learning derived from assessments informs further teaching.

Evaluation plan for this strategic direction

Explicit Teaching and Differentiation

Strategic Direction 2: Quality teaching

Initiatives

assessment protocols that are consistently applied across the school:

- Develop comprehensive professional learning on:
 - visible learning and the Doonside Technology High School (DTHS) learning model.
 - formative assessment strategies.
 - feedback
- Embed the requirement for all team teaching, lesson observations and Quality Teaching Rounds (QTR) to have a formative assessment and feedback focus.
- Engage effective practices where assessment of effective implementation of strategies are referred to in pre and post assessments undertaken by staff and students
- Develop procedures to ensure ongoing review of teaching programs and assessment schedules.
- Embed formative assessment and feedback strategies in teaching programs.
- Embed school-wide processes to ensure the implementation of formative assessment in teaching and learning programs.
- Embed opportunities for student to teacher feedback into assessment tasks and teaching programs.

Evaluation plan for this strategic direction

Questions: Are classroom profiles being used as a tool to effectively differentiate classwork according to the need of the student? Are explicit teaching strategies being effectively used? Are visible learning practices evident across the school? Are all beginning teachers receiving ongoing support and guidance to improve their teaching practices?

Data: Teaching programs, co-teaching program policy and procedures, classroom observations, coaching records, staff / student surveys, Tell Them From Me survey data, pre and post teacher surveys, NAPLAN data.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analysis of data to inform future directions.

Implications: Where do we go from here? Future directions and next steps.

Formative Assessment and Feedback

Question: Are students receiving ongoing feedback? Are students being given opportunities to provide feedback to their staff? Are success criteria and marking criteria used effectively to provide feedback?

Data: teaching programs, assessment schedules, classroom observations, student work samples, coaching records, classroom walkthroughs, co-teaching program, student feedback.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analysis of data to inform future directions.

Implications: Where do we go from here? Future directions and next steps.

Strategic Direction 3: Meaningful Engagement in Learning

Purpose

To develop a school in which parents, carers, students and teachers develop a common approach to and purpose of learning. Additionally student and staff agency and leadership development will ensure opportunities and input into school based decisions.

Improvement measures

Target year: 2024

Parent and Community Partnerships and engagement

- Meet the system negotiated target of students attending over 90% from baseline of 46.4% in 2020 to at or above 58.2%
- Increase of parent involvement at school in Tell Them From Me survey (teacher perception) from baseline of 6.4 to 7.2
- Increase the number of Aboriginal family and community members engaged in school events from baseline of 5% to 25%
- Annual increase in the number of community based agencies who engage with Doonside Technology High School students.

Target year: 2024

Teacher and Student Agency

- Tell Them From Me survey of student wellbeing data improves from baseline of 68.3% to at or above target of 76%
- Increase student agency as measured by Tell Them From Me survey in areas of student participation in extra curricular activities from baseline of 25% to 50%
- Increase in number of teachers having engaged in or leading initiatives linked to the School Improvement Plan from 25% to 75%
- An increase in parent/carer engagement with their

Initiatives

Parent and Community Partnerships and engagement

Develop a whole school approach to positive attendance within school and in community

- Develop and embed communication strategies that promote the value of attendance and attendance policies and systems with students, teachers, parents and carers.
- Implement an improvement cycle to create and test initiatives that increase student attendance.

Implement targeted approaches aimed at increasing parent and community partnerships with a focus on student learning and engagement.

- Develop and embed effective processes and practices that enable students and parents to engage efficiently and meaningfully in the reporting process.
- Develop and implement regular opportunities for parents to engage with the school.
- Embed ongoing partnerships with external agencies that will support the implementation of learning opportunities for the Doonside Technology High School community.

Teacher and Student Agency

Develop and implement processes, programs and roles that increase staff agency and opportunities for leadership across the school by creating structures designed to identify and support teachers in developing leadership capacity.

- Develop and implement process to collect and implement staff voice in school directions and activities.
- Develop and implement structures that facilitate and support staff involvement in School Improvement Planning and implementation

Success criteria for this strategic direction

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Parent and Community Partnerships and engagement

Questions: Has there been a positive trend in student, teacher, parent and community engagement at DTHS? Has the school been successful in engaging with all aspects of the DTHS community? Has there been a correlating improvement in student learning outcomes?

Data: surveys, attendance data, numbers at school events such as open nights and parent/teacher interviews, percentage of parents utilising school social media, number of parent/carers responding to report surveys.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analysis of data to inform future directions.

Strategic Direction 3: Meaningful Engagement in Learning

Improvement measures

child's learning

Target year: 2022

Attendance

- Proportion of students attending > 90% of the time increases from baseline of 46.4% in 2020 to 53.2%
- Proportion of students attending <80% of the time decreases from baseline of 26.3% in 2019 to 23%

Initiatives

- Develop and implement formalised mentoring processes.

Develop and implement effective practices and processes that increase student voice resulting in an increasing number of student initiated and lead activities.

- Design and implement Student Representative Council structures that support student agency and voice.
- Implement formal processes aimed at enhancing leadership opportunities for Aboriginal and Torres Strait Islander (ATSI) students

Evaluation plan for this strategic direction

Implications: Where do we go from here? Future directions and next steps.

Teacher and Student Agency

Questions: Has there been a significant increase in the teacher and student agency at DTHS? Is there evidence of greater student voice and agency at DTHS? Are ATSI students better represented in leadership positions at DTHS?

DATA: Survey results Tell Them From Me and internally developed, number of student lead initiatives, student attendance data and Aboriginal specific opportunities

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Analysis of data to inform future directions.

Implications: Where do we go from here? Future directions and next steps.