Strategic Improvement Plan 2021-2025

Dapto High School 8204

School vision and context

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.

To achieve this vision we need to recognise and accommodate the diverse needs of all learners in every classroom.

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 two high schools and five partner primary schools. 'Engaging with Asia' is a whole of school curriculum focus, as is Autism.

In 2020, the school conducted an extensive situational analysis involving all key stakeholders including; staff, parents and carers, students and the local AECG. The major findings of this situational analysis were that whilst the school delivers quality teaching and learning, it is clear that there is still scope to enhance the learning outcomes of the students of Dapto HS. Ensuring all students improve through explicit, consistent and research-informed teaching is a significant focus. Explicit teaching in conjunction with quality programming and assessment are the cornerstones to improving literacy (reading) and numeracy skills for students and meeting system determined targets. The 9 > 12 value added data demonstrates a need for the continued drive to focus on reading skills whilst sustaining the strong numeracy results. A real focus on the core business of teaching young people has been clearly articulated as a desire from a review of our evidence.

Significantly, analysis demonstrates the need to create sustainable systems, protocols and practices for all teaching and non-teaching staff in order to embed excellent educational administration in support of quality teaching and learning. Analysis of HR data including staff mobility and experience identifies a need for ongoing succession planning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students improve through explicit, consistent and research-informed teaching practice. In partnership with teachers, our students will be proactive participants in their learning as they work towards creating and achieving personal learning goals.

Improvement measures

Reading growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

Numeracy growth
Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

HSC achievement - top 2 bands
Achieve by year: 2023

% of results in the top 2 bands in the HSC reaches the lower bound system negotiated target for 2024

HSC achievement - top 3 bands
Achieve by year: 2023

% of results in the top 3 bands in the HSC reaches the lower bound system negotiated target for 2024

Aboriginal student HSC attainment
Achieve by year: 2023

Aboriginal students

Contribute towards the achievement of the Lake Illawarra South Network target of a 19.7% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity

Initiatives

Personalised Learning and Learning Resilience

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- PL on use of Plan2 to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- The executive team model and nurture excellence in teaching across the community.
- Engage students in the process of data analysis, refection on success and setting goals for growth

Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Analyse NAPLAN, HSC and minimum standard data to identify target areas.
- Establish and use Learning Teams so teachers can collaborate using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- Students and parents have an awareness of the assessment approaches used in the school and their benefits for learning.
- Students contribute to meaningful ILPs/PLPs that guide their learning journey.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.

Evaluation plan for this strategic direction

Question

What has been the impact of using consistent, explicit

Evaluation plan for this strategic direction

strategies on student performance? Have we improved parent and community engagement with student learning and aspirations?

Data

- NAPLAN data
- Scout - Value added data
- Learning sprint data analysis
- Student work samples
- TTFM - Parent
- Parent survey(s) internal
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups.

Analysis

Analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. with the available external and internal data against purpose and success criteria.

Implications

'Where to Next?' Directions and next steps are developed.

Strategic Direction 2: Informed Teaching Practice

Purpose

Our purpose is to develop a culture of high expectations and effective, explicit, evidence-based teaching in order to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Improvement measures

Achieve by year: 2025

- All staff participate in high-quality collaborative practice.
- People Matter survey data shows a 31% uplift from 2020 baseline data in the area of teacher collaboration and teamwork.
- Student TTFM Data shows a 19% uplift from 2020 baseline data in the areas of intellectual engagement and valuing school outcomes.
- All teaching programs embed the HPGE policy requirements
- A shift in the SEF annual SaS from Delivering to Excelling in Learning 'Curriculum, assessment & reporting' and Teaching 'Data informed effective classroom practice'.

Wellbeing
Achieve by year: 2023

% of students with positive wellbeing reaches the lower bound system agreed target for 2022

Initiatives

Highly effective teaching practices

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions and English as an Additional Language or Dialect (EAL/D) strategies.

- Implement clear expectations for learning through Learning Intentions/Success Criteria (LI/SC). LI/SC visibly displayed and explicit, regular feedback to students on their progress in learning.
- Embed the use of formative data collection, use of Progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by research.
- Establish collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs and lessons.
- Develop quality EAL/D teaching professional learning and implementation
- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2
- Change & adjust practice using the Progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students across the full rage of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted, modeled, and students' learning improvement is monitored, demonstrating growth.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

EAL/D and Learning and Support Teacher (LST) teams are collaborative, build the capabilities of all teachers and are integral component of the whole school approaches to language, literacy and numeracy programs.

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Feedback from students on their learning derived from assessments informs further teaching.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent,

Strategic Direction 2: Informed Teaching Practice

Evaluation plan for this strategic direction

explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, classroom observations, student work samples, coaching and mentoring records.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

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

Strategic Direction 3: Systems and Practices

Purpose

Our purpose is to create sustainable systems, protocols and practices for all teaching and non-teaching staff in order to embed excellent educational administration in support of quality teaching and learning. Succession planning is essential.

Improvement measures

Achieve by year: 2025

People Matter survey data indicates improvement from baseline of 30% to 50% in response rate.

People Matter survey data indicates improvement from baseline of 42% to 75% in the area of action on survey results.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework as a shift to Excelling the areas of Teaching (Learning and Development) and Leading (Managing Practices and Processes)

Attendance (>90%)
Achieve by year: 2023

% of students attending 90% of the time or more reaches the lower bound system agreed target for 2022

Initiatives

Centralised Process and Procedures

Building consistent and predictable channels of communication that improves whole school operations and infrastructure.

- Development and shared understanding and responsibility of improvement. We will achieve this by a structured, transparent and collaborative approach to school operational management through the introduction of a School Operation and Budget Committee.

- create and strengthen the range of communication systems that staff regularly access, including timelines/deliverables, daily notices, as well as a centralised and up to date school procedures. These systems will be regularly evaluated for effectiveness and updated as required.

- Establish opportunities for wider staff participation in committees such as; School Operations and Budget, Aboriginal Education, Attendance, Technology, WHS, Uniform, Promotions, so that the meeting times and structure become effective lines of communication with students, staff and the wider community.

- Maintain L@SSO position to support student attendance. Engage with the attendance matters website to continue to improve the school's proactive approach to monitoring and promoting good attendance and address students at risk of falling under 90% attendance.

- Aboriginal and Torres Strait Islander students are supported by a range of Aboriginal Education programs to meet the Regional targets of increasing HSC retention and/or successful pathways post school destination.

Creating a culture of evaluative thinking

To embed systems for the regular collection and analysis of evidence pertaining to student and staff learning outcomes. Staff will be actively engaged in the monitoring

Success criteria for this strategic direction

- Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation plan for this strategic direction

Question

Have we improved collaborative practice and embedded a culture of positive engagement across the school learning community? What has been the impact of using consistent, explicit and visible leadership to make informed decisions about learning?

Strategic Direction 3: Systems and Practices

Initiatives

and celebration of school improvement

- Professional learning of staff to enhance understanding of School Excellence Framework and usefulness in guiding school improvement.
- Improved succession planning by creating opportunities for all staff to be involved in leadership opportunities.
- Further embed 'feedback' in teaching, learning, management, leadership and school structures.
- Embed an accreditation process for beginning teachers, proficient teacher and highly accomplished/lead teacher that aligns with improved PDP process.
- Building consistent systems for the collection and analysis of evidence linked to student performance, adjustments, assessment and feedback.
- Creating a platform for students to collect evidence of their learning.

Evaluation plan for this strategic direction

Data

- TTFM
- People Matter
- Meeting Minutes
- Staff notices
- Staff Surveys
- PDP reflections and observations

Analysis

Analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. with the available external and internal data against purpose and success criteria.

Implications

'Where to Next?' Directions and next steps are developed.