

# Strategic Improvement Plan 2021-2025

## Dungog High School 8472



# School vision and context

## School vision statement

At Dungog High School we are a respectful, cohesive and engaged community promoting resilience and excellence resulting in valued and productive citizens. Every student and every teacher will be challenged to continue to learn and improve every year.

To achieve excellence we will focus on ensuring that every student is known, valued and cared for. Through explicit data analysis, teaching and learning experiences will be developed by highly engaged teaching practitioners and will maximise outcomes for every student.

## School context

Dungog High School is situated in a small regional township north of Newcastle NSW. Students who attend the school come from local towns and small communities within the Dungog Shire. Enrolment numbers are consistently around 600 students including a growing proportion of Aboriginal and Torres Strait Islander students that represent approximately 15% of the student body, and a growing Special Education unit. The school is aligned with our primary partner schools to form genuine partnerships in education known as the Dungog District Community of Schools. Dungog High School has a number of significant groups within the school, including an active Junior AECG, SRC and student voice plays a strong part in all aspects of the school. Our P&C is a small but very active and supportive element of the Dungog High School community. Dungog High School also has an active partnership with the Hunter Regional AECG. The school has community partnerships with sporting clubs, the Dungog Shire Council and a number of support agencies and local businesses.

Dungog High School offers a curriculum that challenges and meets individual needs, with a strong focus on quality relationships, in a supportive learning culture that inspires learning. Academic, cultural, sporting and vocational courses are offered through core and elective options. We are also focused on improving STEAM (Science, Technology, Engineering, Arts & Mathematics) learning and student's literacy and numeracy outcomes. These programs are focused on Senior Studies, Technology and developing Innovative Pedagogy for engagement.

The curriculum delivery is enhanced with a rich array of extra-curricula opportunities that include: intrastate, interstate and overseas excursions; drama and musical performances throughout the school and wider community; a range of sporting activities; Science and Technology days, and intellectual and cultural pursuits such as chess and debating competitions.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives, with a particular focus on improving student growth in reading and strengthening wellbeing practices and support for all students.

The school is committed to continually improving effective classroom practices and will be supported with targeted professional learning. This learning will inform outstanding practice where both literacy and numeracy levels will be enhanced through improved data analysis and used to support individualised and differentiated learning.

Student learning, engagement and wellbeing have been identified as priorities for school improvement. Intensive support for students with complex needs will be provided through the implementation of a contextualised wellbeing class for students with complex mental health needs. The platform on which learning will occur is based on the latest neuro-scientific research in brain functionality, particularly in relation to adolescence. A greater focus on these things will have a positive impact on the number of students attending more

# School vision and context

## School vision statement

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than 90% of the time.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise outcomes for every student by collaboratively developing teaching and learning programmes that are informed by data that address the needs of students.

## Improvement measures

### HSC achievement - top 2 bands

Achieve by year: 2023

### HSC

The percentage increase of students reaching the top two bands of HSC will increase by 3.4% by 2022

### HSC achievement - top 3 bands

Achieve by year: 2023

### Aboriginal Education HSC

The percentage of Aboriginal students in the top three bands for the HSC will increase by 2.4%

### Aboriginal student HSC attainment

Achieve by year: 2023

### Aboriginal Education HSC

Increase the percent of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system negotiated lower bound target

### Numeracy growth

Achieve by year: 2023

Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts through the School Check In Assessments.

### Reading growth

Achieve by year: 2023

Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts through the

## Initiatives

### Quality Data Analysis

Student assessment data is regularly used school wide to identify student achievements and progress in order to reflect on teacher effectiveness and inform future school directions.

- Review and implement a whole school approach to identifying student achievement and progress through the use of a range of data sources to monitor and reflect on teaching and learning.
- Plan for high-impact professional learning to build teacher capacity and collective efficacy in data use and skills.

### Data Informed Teaching Practice

Staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Processes to support teaching and learning programs across the school that builds confidence and compliance to DoE legislation, expectations and NESA requirements.
- Utilising the strategic resources such as What Works Best to embed data use to inform practice.
- Continued and enhanced approach to set up and implementation of PLPs, and current programs such as Write It Right for Aboriginal students, in consultation with AECG, parents and our AEO.
- Learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

### Aboriginal Education

Teaching programs support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.

## Success criteria for this strategic direction

- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
- Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.
- Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
- A whole-school approach ensures the most effective evidence-based teaching methods and lesson planning to optimise progress for all students across the full range of abilities. Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback. Structures are in place to ensure NESA compliance
- The school has identified what growth is expected for all students and they are achieving higher than expected growth on internal school progress and achievement data.
- Progress and achievement of Aboriginal students within the school is equivalent to the progress and achievement of all students in the school.

## Evaluation plan for this strategic direction

**Question:** What are the implications of using data to inform targeted teaching and learning programs on student learning outcomes? Were there flow-on effects to other SEF elements?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

School Check In Assessments.

## Initiatives

Initiatives will assist staff with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

## Evaluation plan for this strategic direction

**Data:** Strategically investigate the impact of data use in guiding personalised, explicit teaching by looking at the improvements of targeted content in the granular data of NAPLAN results eg item analysis. This should indicate whether the change of professional practice is having real impact. These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC, Best Start, VALID, HSC Minimum Standards); internal student performance measures (PAT, YARK, KLA based assessment); teaching programs; classroom observations; student work samples; School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Engagement in Learning

### Purpose

To ensure that students and staff are all engaged and supported in their learning in a collaborative and student focused environment, which sets high expectations for excellence.

### Improvement measures

#### Student Engagement

Achieve by year: 2025

#### Student Engagement

The retention rate of students by 2024 (Year 9 2021- Year 12 2024) has increased by 8%

#### SEF - Student Engagement

Achieve by year: 2025

#### Student Engagement

Improvement in student engagement is demonstrated through TTFM (skills/challenge) results increasing to at or above NSW State norm. SEF Learning: Learning Culture domain will improve to Sustaining & Growing (and towards Excelling) by 2024

#### SEF - Staff Engagement

Achieve by year: 2025

#### Staff Engagement

SEF Teaching: Effective Classroom Practice will improve to Sustaining and Growing (and towards Excelling) by 2024

### Initiatives

#### Culture of High Expectations

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

- Consistent, school-wide approach to effective and positive classroom management
- Staff will be supported to use current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.
- Implement professional dialogue within the school and professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
- Staff will select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of high potential and gifted students.

#### Engaging Teaching Practice

Teachers model and share a flexible repertoire of strategies for classroom management, promotion of student engagement and responsibility for learning. Professional learning is aligned with the school plan, 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.

- Maintaining a positive classroom climate that maximises effective learning time and encourages on-task positive learning behaviours, where disengagement and disruptions are addressed in a timely and appropriate manner. Support systems are clear and accessible by all students and staff.
- Teachers engage in collaborative relationships to expand professional knowledge and practice that is informed by feedback, analysis of current research

### Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students and systematic processes ensure student absences do not impact on learning outcomes.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- 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.
- 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.

### Evaluation plan for this strategic direction

#### Questions:

- Is the school culture strongly focused on learning?
- Are teachers engaged in explicit collaborative practices to support quality teaching practice?
- Are parents and the community actively engaged with the school?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: internal school data (Sentral wellbeing entries); external survey results (TTFM, Partners in Learning, People Matters survey); teaching programs; classroom observations; student work samples; student & parent focus groups and School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to

## Strategic Direction 2: Engagement in Learning

### Initiatives

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and practice to improve the educational outcomes of students.

#### Parental Partnerships

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

- Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

### Evaluation plan for this strategic direction

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determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.



## Strategic Direction 3: Student and Staff Wellbeing

### Purpose

The school community demonstrates a commitment to creating and sustaining a student-centred and safe environment that supports both student and staff engagement and wellbeing.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

The sense of positive student wellbeing will improve by an average 5.4% as measured by the TTFM survey.

#### Staff wellbeing

Achieve by year: 2025

Staff wellbeing measures will increase by an average of 10% across all key topics as measured by the People Matter Survey, with over 90% of staff completing the survey.

#### Attendance >90%

Achieve by year: 2023

An increased percentage of students attending school more than 90% of the time by 6% or above.

#### Aboriginal connection to culture

Achieve by year: 2025

Greater than 70% of Aboriginal students will feel good about their culture and that teachers understand their culture as indicated in the Tell Them From Me survey.

### Initiatives

#### Whole school Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements, and assist colleagues in updating their practices.
- Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
- Initiate, develop and implement clear and transparent processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
- Professional learning informs the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students and develops and utilises knowledge of and support from the local Aboriginal community

#### Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

### Success criteria for this strategic direction

- Students can identify and speak to a staff member who can provide support, advice and assistance. Regular Wellbeing lessons with their Year Advisor will allow students to engage with their wellbeing and engagement through planning and goal setting for their own success academically, socially and emotionally.
- Staff are supported with targeted development opportunities to perform in alignment with APST and create opportunities to work with colleagues for collaborative high quality service delivery of activities, mentoring and professional learning.
- Aboriginal students will be proud of the school and feel connected with their culture. Staff will have a clear understanding of the culture leading to a high sense of belonging.
- Parents and students will be supported with explicit feedback on student progress. This will be supplemented with additional support to ensure student success.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Evaluation plan for this strategic direction

#### Questions

- Does the school have whole school wellbeing processes that support students?
- Does the school have personalised attendance approaches for identified students?
- Is there an increased number of students attending more than 90% of the time?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: internal school data (Sentral wellbeing entries, attendance); external survey results (TTFM, Partners in Learning, Teachers TTFM, People Matters survey); PEEC documentation;



## Strategic Direction 3: Student and Staff Wellbeing

### Evaluation plan for this strategic direction

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student work samples; student & parent focus groups and School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.