

# Strategic Improvement Plan 2024-2027

## Dapto High School 8204



**DAPTO**  
High School

# School vision and context

## School vision statement

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To foster an aspirational learning environment, where all students are provided appropriate levels of support and challenge to reach their individual goals. Students feel a strong sense of connection and engagement to school and their learning, as they 'strive for higher things.'

## School context

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Dapto High School is a proudly comprehensive high school, catering to the learning and wellbeing of all students. The school is situated on an expansive site, bounded by Mullet Creek and the main south coast rail line. Much of the 15 hectares is taken up by our working farm and playing fields. The school is committed to modelling a responsible approach to issues of sustainability and climate change.

Our school offers strong student wellbeing structures, which support students to develop their potential as learners and as citizens. There is an enthusiasm to further grow the strength of our wellbeing team, with a view to cultivating connected and engaged learners who want to attend school every day. Active links to community based agencies are fundamental to our approach and are particularly valued through our outstanding opportunities in work experience and post-school destinations. A broad curriculum is offered, including an excellent suite of vocational courses to complement rigorous academic pursuits. Sporting opportunities are a strong tradition and cultural activities highly valued. Parent and community participation is encouraged, with a growing P & C organisation active in improving the lives of students at Dapto High School.

In 2023, 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 at 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 and numeracy skills for students. A real focus on the core business of teaching young people has been clearly articulated as a desire from a review of our evidence.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To embed a consistent, whole school approach to explicit, evidence-based teaching practices to enhance learning progress for all students, across the full range of abilities.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

## Initiatives

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### Explicit Teaching of Literacy and Numeracy

Create and embed systems and structures that are manageable and sustainable to support the ongoing tracking of student achievement and explicit teaching with an integrated approach to evidence-based literacy and numeracy practices.

This will be achieved by:

- every teacher developing effective literacy and numeracy strategies that meet the needs of every student
- building collective teacher responsibility and efficacy for all students' learning
- explicit teaching that is systematic and sequential to build student knowledge and skills
- creating and embedding systems that support the ongoing collection, analysis and use of data to drive planning and teaching
- teachers using systems to collaboratively collect, analyse and interpret data to support and inform teaching and learning
- explicit processes to measure achievement on internal and external student and school performance data

## Success criteria for this strategic direction

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- Teaching and learning programs across the school show evidence that they are adjusted in response to whole class and individual student needs
- All teachers contribute to gathering and analysing student data, including formative and summative assessments and student feedback
- A whole-school approach ensures that the most effective evidence-based teaching methods are identified, promoted and modelled to optimise learning progress for all students, across the full range of abilities
- Systematic and reliable assessment information is used to evaluate student learning over time and implement changes in teaching that lead to measurable improvement

## Evaluation plan for this strategic direction

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**Question:** To what extent has the school achieved growth and attainment in reading and numeracy?

**Data:** External SCOUT data (NAPLAN data, Check-in assessment, Value-Added), internal school assessments, work samples, observations

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

**Implications:** Ongoing analysis will inform our activities and future directions. Activities and progress will be reviewed and refined continually to guide and drive initiative implementation and planning.

## Strategic Direction 2: Highly effective assessment practices

### Purpose

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. This will include accurate summative assessment of student learning progress, formative assessment to guide teaching and learning, and the use of feedback as a key driver of improved student performance.

### Improvement measures

#### Pathways

There is a focus on improving student learning outcomes leading to meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top three achievement bands compared to the 2021-23 average of 52.3%

### Initiatives

#### Quality Assessment

Embed an integrated approach to quality assessment, promoting learning excellence and responsiveness in meeting the needs of all students. Formative assessment is integrated into teaching practice in every classroom.

This will be achieved by:

- building teacher practice in a full range of high-quality assessment strategies, including assessment for, as and of learning
- teachers applying formative and summative assessment strategies to support student progress and achievement
- supporting staff to engage in evidence-based, reflective practices which leads to professional growth and improved practice in every classroom
- delivering evidence based teaching practices including effective feedback effective feedback to inform teaching and support individualised learning
- supporting staff to use data and feedback derived from student assessments to inform further teaching

### Success criteria for this strategic direction

- Processes are in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies.
- The school collects, analyses and uses data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

### Evaluation plan for this strategic direction

**Question:** To what extent is teaching and learning driven by the reliable collection of assessment data?

**Data:** External SCOUT data (NAPLAN, Check-In) HSC results, internal school assessments, work samples, observations, N-warnings, Sentral referrals, Teaching Programs, lesson plans.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

**Implications:** Ongoing analysis will inform our activities and future directions. Activities and progress will be reviewed and refined continually to guide and drive initiative implementation and planning.

# Strategic Direction 3: Connected and engaged learners

## Purpose

To improve engagement and attendance by immersing students in a culture of high expectations, connection, academic interest and motivation. Practices support wellbeing and promote our students' ability to *strive for higher things* through exposure to quality differentiated and challenging learning experiences.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 83.15% in 2023 to 84.15% by 2027.

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increase in the proportion of students entering university, training or work compared to baseline data calculated in 2024

## Initiatives

### High Expectations and Engagement

Embed a school culture of high expectations, informed by inclusive teaching practices to promote improved learning outcomes and wellbeing for all students.

This will be achieved through:

- embedding strategies through curriculum differentiation and inclusion opportunities that support and challenge individual learning and wellbeing
- a renewed focus on providing opportunities and enhancing outcomes for high potential and gifted students across intellectual, creative, social-emotional and physical domains
- school leaders build staff capacity in designing and implementing engaging high-challenge, open-ended teaching and learning practices that have multiple access points
- strengthening effective learning partnerships between students, parents and teachers, to foster a high aspirations culture where student voice and reflective practices produce connected and engaged learners
- fostering a vibrant culture of curiosity, reflection, and resilience, where students eagerly pursue challenges, set ambitious goals, navigate obstacles with determination, and proactively utilise feedback for growth
- supporting and improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, grounded by cultural learning perspectives

## Success criteria for this strategic direction

- The whole school community demonstrates, and is recognised for its aspirational expectations, its high challenge tasks, and the learning process of all students.
- Consistent evidence in teaching and learning programs demonstrates adjustments tailored to individual needs, with planning and implementation of personalised learning informed by data, fostering inclusion and equity for the range of learners.
- Attendance data is regularly collected, analysed and used to inform planning and interventions to connect and engage learners.
- Deeper connection to Aboriginal and Torres Strait Islander culture, Country and teaching and learning.

## Evaluation plan for this strategic direction

**Question:** To what extent have we supported students to feel they belong at school and to hold high high expectations of and responsibility for themselves?

**Data:** TTFM data, wellbeing and attendance data, PLPs, IEPs, behaviour and attendance plans, SEF school assessment survey, teaching and learning programs, updated procedures and Secondary Students post-school pathways data

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

**Implications:** Ongoing analysis will inform our activities and future directions. Activities and progress will be reviewed and refined continually to guide and drive initiative implementation and planning.