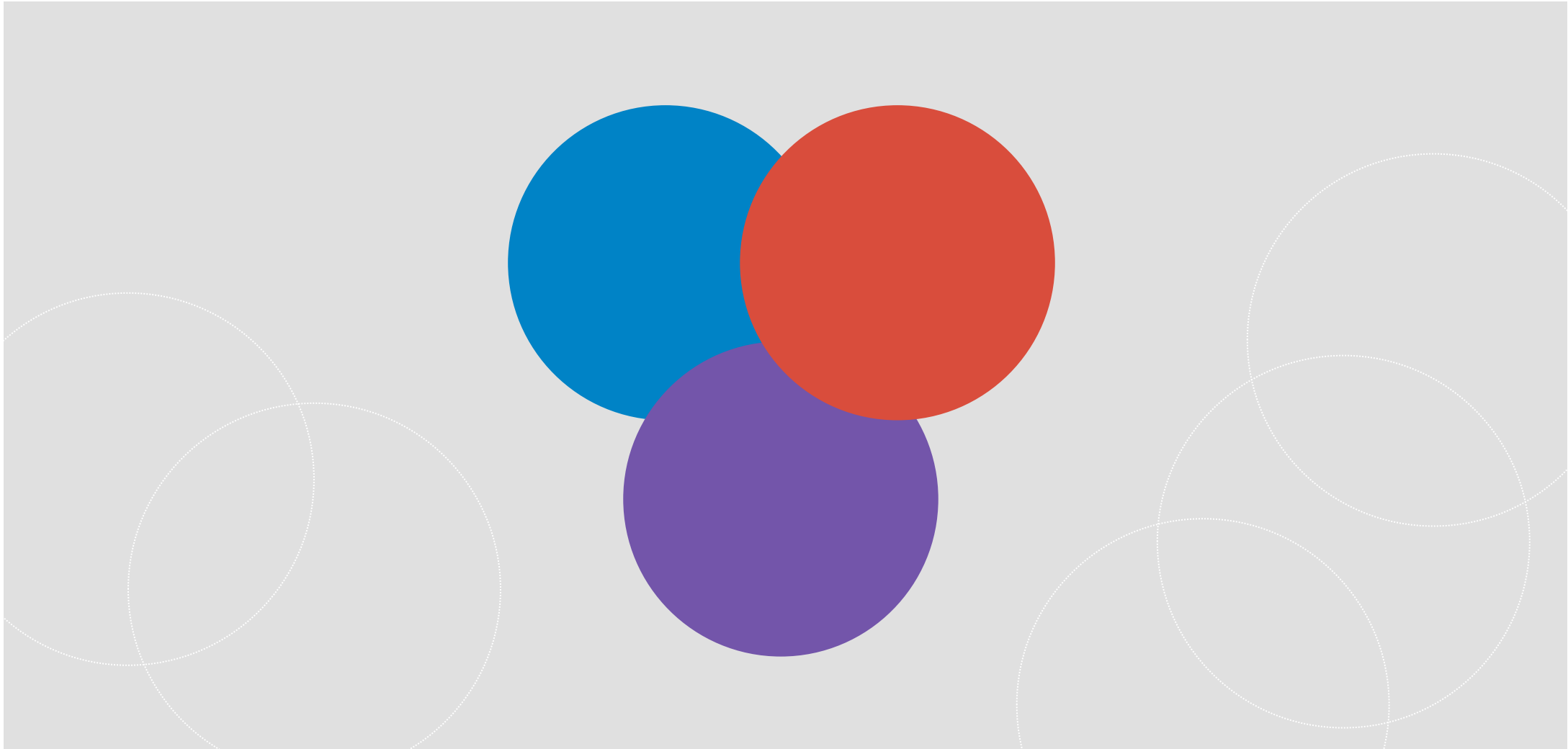


School plan 2015 – 2017

Dapto High School - 8204





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.

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

School planning process

The Dapto High School planning process has been highly consultative engaging a broad variety of members of the Dapto community. Students, teachers, non-teaching staff, and parents and carers have been involved in the preliminary process in determining our strengths and our vision for Dapto High School, as well as having a voice in creating the three strategic directions for the school plan. Additionally staff at Dapto High completed the "Focus On Learning" survey providing invaluable data on classroom and school effectiveness and practices, which provided further evidence to support the strategic directions taken in the school plan. A school planning team representative of all elements of the school and community, and the executive team have met regularly to discuss the plan and to be involved in each stage of the planning process. It is through ongoing collaboration with the school and the community this plan is a representation of our collective vision and our educational goals for Dapto High School.



STRATEGIC DIRECTION 1

Learn

Purpose:

To provide opportunities for students and staff to be inspired, engaged and connected to learning.
To create a climate of educational and personal exploration across the community, where everyone is a learner.



STRATEGIC DIRECTION 2

Lead

Purpose:

To create a safe and respectful learning environment where students and staff are encouraged to be creative, innovative and resourceful.
To develop well-rounded individuals who actively lead and manage their learning.



STRATEGIC DIRECTION 3

Collaborate

Purpose:

To nurture a school and local community that fosters high expectations in student and staff engagement and wellbeing.
To develop successful, connected global citizens in a coordinated and considerate manner. To ensure that our shared vision of *safety respect and learning* contributes to the growth of the Dapto community.

Strategic Direction 1: Learn

Purpose

To provide opportunities for students and staff to be inspired, engaged and connected to learning.

To create a climate of educational and personal exploration across the community, where everyone is a learner.

Improvement Measures

- ❖ All staff and students actively seeking to enhance their opportunities for success through learning.
- ❖ All staff and students are engaged in regular reflection and feedback in the creation of Student Learning Plans (SLPs).

People

Students: Engage all students in the development of their learning plans within a structured process, that focuses on reflection and best practice

Staff: Facilitate the structured delivery and supervision of student LPs

Staff: to evaluate current documents and programs and create learning opportunities that use new pedagogies, resources and current technologies

Executive: to lead staff in developing and evaluating quality teaching, learning and assessment

Senior Executive: to develop the capacity of staff to embed quality teaching, learning and assessment

Processes

To create regular opportunities for staff and students to reflect on their learning and development through PDPs and SLPs

To embed the Quality Teaching Framework (QTF) into all learning at DHS, enabling the implementation of a range of pedagogies in teaching.

To continue to offer Professional Learning to the school community to increase engagement, confidence and immersion with technology.

To continually review the school environment ensuring it is a stimulating and safe learning space with appropriate resourcing (wellbeing, classroom management).

To evaluate all programs with reference to DEC and BOSTES requirements.

Products and Practices

Product – engagement with learning/ lifelong learners

All staff and students work collaboratively in the design, development and evaluation of learning, actively seeking to enhance their opportunities for success at DHS and beyond.

Practices

All staff and students are engaged in regular reflection and the use of formal and informal feedback in the creation of students own Learning Plans (SLPs).

Product – embed technology

All teaching staff are able to deliver 21C curriculum supported by innovative learning environments, technologies and ICT development.

Practices

All staff will be provided with professional development opportunities to support the use of school wide technologies.

Product – stimulating environment

Development of the DHS learning environment that enhances learning through a welcoming physical environment, comprehensive programs and relevant teaching and learning programs and resources.

Practices

Ongoing formal and informal review of school processes and practices to ensure equitable allocation of resources to provide the best possible learning environment across DHS.

Strategic Direction 2: Lead

Purpose

To create a safe and respectful learning environment where students and staff are encouraged to be creative, innovative and resourceful. To develop well-rounded individuals who actively promote and manage their emotional, mental, spiritual and physical well-being.

Improvement Measures

- ❖ All staff engaged in the creation and planning of PDPs.
- ❖ All staff engage in staff meetings and TPL opportunities from DHS, DLC and.

People

Students: Display confidence, adaptability and versatility in creating and participating in the online world

Students: Produce outstanding work and receive feedback within a structured process that focuses on best practice

Students: Engage students in the strategies and opportunities exist to enhance positive engagement in learning.

Staff: Engage all staff in personalised professional development through a range of strategies that focus on providing and receiving feedback, self-evaluation and sharing of professional practice
Senior Executive: to facilitate best practice processes that focuses on improving staff and student learning

Processes

To embed a culture of “feedback” at DHS across all faculties whereby our teaching expertise is shared across the school promoting excellence and nurturing the skills of DHS staff.

All staff in conjunction with their supervisor to create personalised development plans for all teachers at DHS.

To build a whole school culture of BYOD that encourages innovative and varied classroom learning opportunities.

To embed rich and relevant assessment tasks with high quality and varied feedback to provide opportunities for students to demonstrate knowledge, understanding and skills.

All students engage in learning opportunities focused on student enrichment, extension and understanding of how to learn.

Products and Practices

Product – feedback/specific TPL/succession plans

All staff engaged in the creation and planning of PDPs for individual needs and goals that promote and foster best practice, reflection and feedback.

Practices

All staff engage in staff meetings and TPL opportunities from DHS, DLC and CNI. Staff and students actively seek feedback to inform future learning opportunities.

Product – technology/innovate

To create excellent, innovative digital citizens who are critical consumers of the diverse array of current technology.

Practices

Empower students, staff and parents to explore the opportunities available to engage in lifelong learning in the online world.

Product – environment/resource

Development and maintenance of the DHS learning environment that enhances learning, engagement and participation of students and staff.

Practices

High expectations of student behaviour and learning with consistent recognition of student engagement and excellence.

Strategic Direction 3: Collaborate

Purpose

To nurture a school and local community that fosters high expectations in student and staff engagement and wellbeing. To develop successful, connected global citizens in a coordinated and considerate manner. To ensure that our shared vision of *safety respect and learning* contributes to the growth of the Dapto community.

Improvement Measures

- ❖ All members of the DHS community engaging in information delivery and consumption
- ❖ 50% increase in attendance of staff, students and parents to attend learning, wellbeing and achievement events.

People

Students: communicating effectively with staff in relation to; achievements, attendance, illness, assessment and other issues that may affect learning

Parents: communicating effectively with staff in relation to; achievements, attendance, illness, assessment and other issues that may affect their child's learning

Staff: Develop and participate in available DLC and DHS professional learning

Staff: Actively engage in school events

Community partners: Liaise with students, parents, staff, universities, TAFE and local business in relation to programs and initiatives

Executive: Engage with and promote the DHS School Plan 2015-17

Senior Executive: Assist executive and staff to engage with and promote the DHS School Plan 2015-17

Processes

To enhance communication with staff, students and parents for the consistent reinforcement of learning.

The continual recognition of the contribution and achievement of all students and staff.

Developing a shared understanding by the DHS community to improve student attendance rates and engagement.

Regular scheduled professional learning that is focused on meeting the needs of staff PDPs, including the implementation and ongoing feedback on performance and development

To maintain and increase links with businesses and organisations.

To maintain and strengthen the school's relationship with external further education institutions.

To develop and implement a comprehensive mentoring program for staff and students.

Products and Practices

Product – online communication / effective communication

Effective communication, engagement and collaboration of staff, students, parents and the community to reinforce and positive relationships and learning for staff and student

Practices

Regular and timely contact between staff, students and parents to discuss student learning, wellbeing and achievement. Parents and community invited and encouraged to attend P&C, curriculum and cultural events.

Product - relationships

Collaborative relationships established and maintained between staff at Dapto High School and the Dapto Learning Community (DLC) to promote and foster shared resources, expertise and professional dialogue.

Practices

All staff contributing and engaging in regular meetings to enhance communication and collaboration between staff at Dapto High School and the DLC schools.

Product - pathways

Establish and promote clear pathways for students to access University, TAFE and/or the workforce.

Practices

Students, teachers and parents participate in the dissemination of information and experiences that foster opportunities for further education and development.