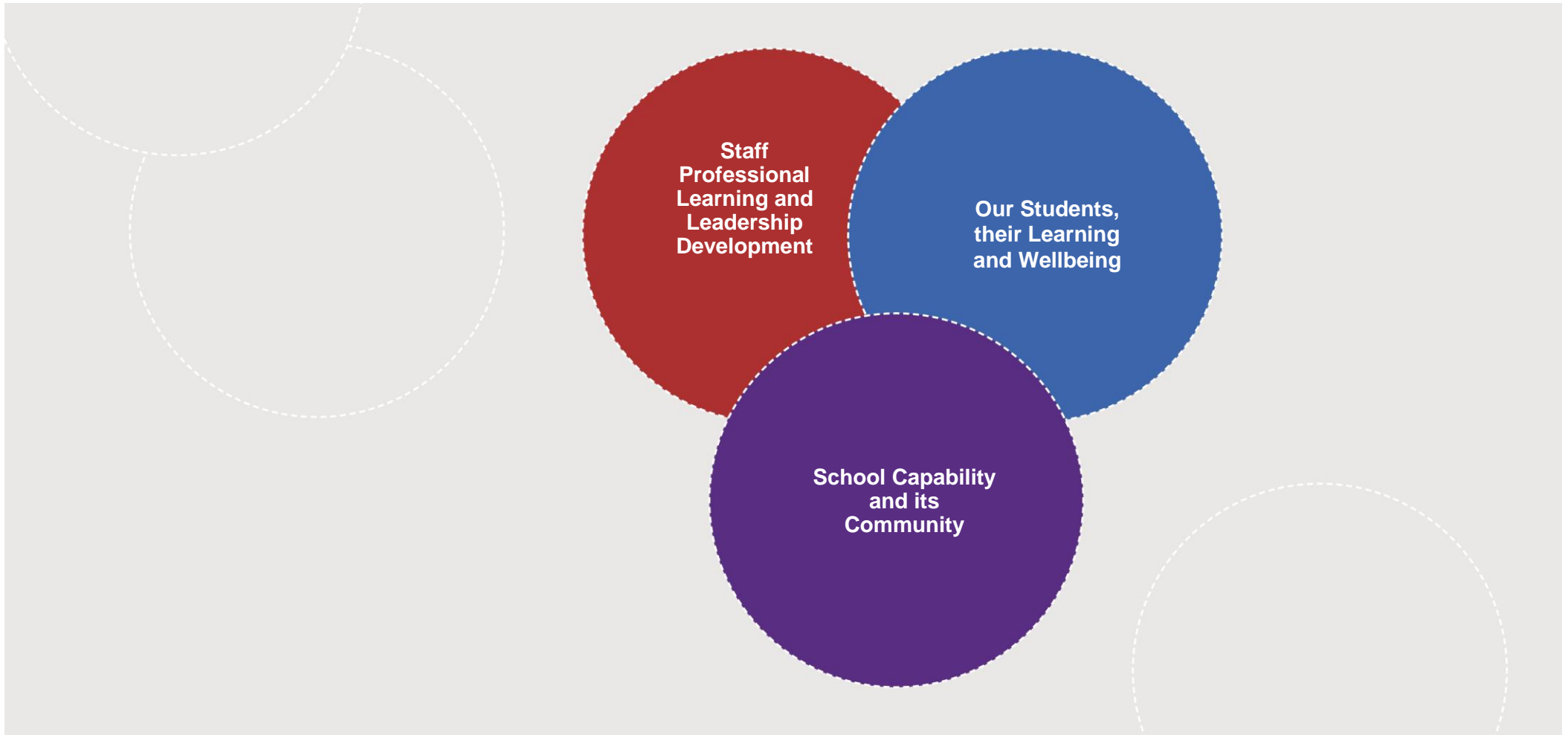


School plan 2015 – 2017



Version 1

Doonside Technology High School

School background 2015 - 2017

SCHOOL VISION STATEMENT

Doonside Technology High School has developed a School vision statement which has students at the centre of all we seek to achieve. Students who are supported to develop strong basic skills as the foundation for all learning. Students must be given the full range of skills required to be successful learners and participants in the dynamic and complex world of the 21st century. Digital literacy and proficiency in the context of responsible citizenship are important for our students as they move from school to post school work and learning. Inherently, strong values underpin our beliefs that all students can learn irrespective of their disabilities and their economic and cultural backgrounds. We acknowledge that they learn at different rates and in different ways. Learning and the needs of our students determines our reason for being and is at the heart of all we do.

We value:

- our community, staff and students irrespective of gender, culture or religious beliefs
- respect by valuing each person and their environment
- teaching and learning
- the implementation and use of technology innovation across the school, to increase engagement for 21st century learners.
- professional learning to enhance teacher quality

SCHOOL CONTEXT

Doonside Technology High School (DTHS) is a comprehensive high school with a focus on the use of innovative and cutting edge learning technologies to best engage our students. We have a diverse student population, declining from a high of 1050 in 2005 to a low of 667 in 2015. This is due mainly to falling enrolments in our main feeder partner primary schools. The Support Unit caters for the needs of 72 students with mild and moderate intellectual disabilities, including students in Stage 6. All teaching staff met the professional requirements for teaching in NSW public schools. Our staff are highly professional and are dedicated to working diligently to improve the learning opportunities and life options of our students.

SCHOOL PLANNING PROCESS

Evaluation of current School Management Plan by all staff and P&C.

Principal led an inservice on the new school management plan process.

Establishment of three strategic management teams to develop and write a draft 2015 – 2017 plan.

School strategic management team to compile final version of plan.



STRATEGIC DIRECTION 1

Our Students, their Learning and Wellbeing

Embed a cycle of improvement in literacy and numeracy improvement based on data analysis, planned explicit and integrated teaching strategies to address individual student needs in the context of the 21st century, and evaluation of pedagogy through an annualised process.

Promote processes and strategies that improve student attendance, retention, engagement and post-school pathways.

Promote real equity as a focus to approaches that improve student learning outcomes, closing the achievement gap that currently exists for our Aboriginal, LBOTE students, and students from families from low socio-economic backgrounds.

STRATEGIC DIRECTION 2

Staff Professional Learning and Leadership Development

Promote teacher quality, leadership and innovation in classrooms through a planned, individualised approach combined with action research, reflective collaboration all within the framework of the NSWQT processes.

Develop skills and pedagogical processes in the areas of literacy, numeracy, 21st Century learning, differentiation, Aboriginal Education, EAL/D and syllabus development.

STRATEGIC DIRECTION 3

School Capability and its Community

Build stronger links within our community of schools (Colebee Learning Community), our parents and our business partners to provide our students with the best post-school pathway opportunities to the workforce and/or further education and training.

Strategic direction 1: Our Students, their Learning and Wellbeing

PURPOSE

Why do we need this particular strategic direction and why is it important?

Embed a cycle of improvement in literacy and numeracy improvement based on data analysis, planned explicit and integrated teaching strategies to address individual student needs, and evaluation of pedagogy through an annualised process.

Promote processes and strategies that improve student attendance, retention, engagement and post-school pathways.

IMPROVEMENT MEASURE/S

Literacy and Numeracy – sustain expected growth above state of 75% of cohort

Increase engagement of students in literacy and numeracy

Literacy Continuum – move students to at or above current level

21st Century Learners – implementation of New Pedagogies Team, Surface program and inservicing of teachers in digital teaching skills, improve student employability skills

Student Wellbeing - development of student resiliency, team building and collaborative skills

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: improved literacy and numeracy skills, self-resiliency, and digital proficiency

Staff: embedding best practice Super 6, developed understanding of numeracy continuum, developed awareness of new pedagogies, group work strategies.

Parents: awareness of literacy and numeracy continuums, developing an awareness of digital literacy, involvement/interaction in wellbeing programs

Community partners: use of expertise in developing school based programs

Leaders: skill development and effective resource management

PROCESSES

How do we do it and how will we know?

Students: participation in surveys, testing, groups, relevant programs

Staff: TPL sessions in Super 6, numeracy, digital skills, KLA specific technology skill development, involvement in Microsoft

Leaders: School Development Days, TPL sessions and the Learning Support Team

Evaluation plan: Surveys, student NAPLAN data, audits, programs, lesson observations and data analysis

PRODUCT AND PRACTICES

What is achieved and how do we know?

Achievement of growth targets in literacy and numeracy, staff articulation of literacy and numeracy continuums, establishment of New Pedagogies Team and whole school ICT skill development program, establishment of targeted wellbeing programs

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Cyclic evaluation practices, staff and student surveys, audits, NAPLAN and general data analysis, establishment of new teams, development of group work strategies and differentiated teaching programs

Strategic direction 2: Staff Professional Learning and Leadership Development

PURPOSE

Why do we need this particular strategic direction and why is it important?

Promote teacher quality, leadership and innovation in classrooms through a planned, individualised approach combined with action research, reflective collaboration all within the framework of the NSWQT processes.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Staff: Extensive professional learning in the areas of the Quality Teaching Framework, Middle Years and Pedagogical practices to enhance student learning

Leaders: External accreditation at Highly Accomplished and Lead levels through BOSTES, school based inservice programs and mentoring.

PROCESSES

How do we do it and how will we know?

Staff: Quality Teaching Rounds, Quality Teaching a Middle Years Approach, TPL sessions, School Development Days, mini conferences, PDPs

Leaders: AITSL accreditation

Evaluation plan: Programs will be evaluated through the PDP process to determine progress, surveys, collegial discussions and reflections and peer mentoring.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Teacher quality, improved classroom practices and leadership capacity as aligned to AITSL teaching standards.

Improved student engagement and attainment.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Quality Teaching Rounds at a school level.
Mini conferences
Regular review in line with PDPs
AITSL accreditation at Highly Accomplished / Lead level sessions

IMPROVEMENT MEASURE/S

AITSL – progress and completion rates of accreditation levels
Pedagogical practices – SMART2 and RAP data
Quality Teaching Framework surveys
Quality Teaching Rounds – surveys

Strategic direction 3: School Capability and its Community

PURPOSE

Why do we need this particular strategic direction and why is it important?

Build stronger links within our community of schools (Colebee Learning Community), our parents and our business partners to provide our students with the best post-school pathway opportunities to the workforce and/or further education and training.

IMPROVEMENT MEASURE/S

Quality and range of communication systems with parents and local community

Establishment of parent professional learning times

Define role of P&C in the school and expand the involvement of parent body

Business involvement – number of business/level of involvement

CLC combined P&C/school performances/musicals

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students: mentoring programs, work ready skills, transition to work programs, digital skills, community outreach programs

Staff: communication channels with community organisations

Parents: training programs and school involvement opportunities

Community partners: breakfast programs, work experience opportunities, CLC events

Leaders: developing communication strategies and links

PROCESSES

How do we do it and how will we know?

Students: specialised programs

Staff: improved communication strategies

Leaders: improved strategies and links

Evaluation plan: surveys and establishment of effective links

PRODUCT AND PRACTICES

What is achieved and how do we know?

Increased membership of the P&C

Greater awareness in the community of student achievements / outcomes

Parents gaining a greater understanding of teaching practice and programs within the school

Greater support from Business for school programs

Increased combined events with the CLC

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Commencement of Uniform review

Commencement of evaluation of communication strategies

Parent professional learning sessions

Establish community programs

Establish CLC events

Enhance and strengthen Business and community partnerships