

YOUR CHILD; OUR FOCUS

Our Agreed Approach 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

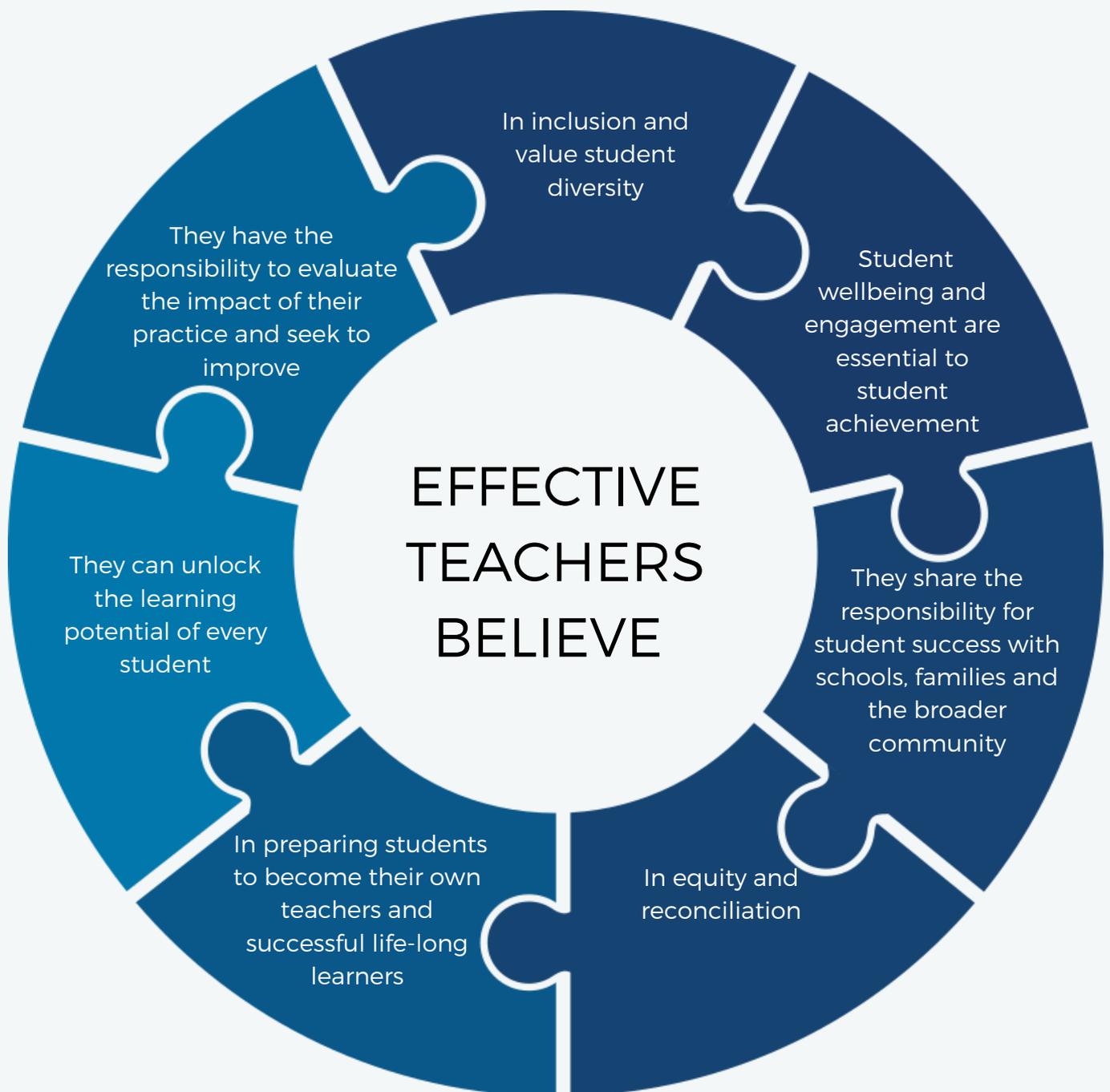
Our Beliefs

We aspire to support our students to achieve to their highest potential. To support this, we will provide students with a consistent learning environment, where they have agency in their learning and the necessary interventions to meet their goals.

Our Agreed Approach outlines the classroom, intervention and collaboration strategies embedded within our school to ensure we are setting our students up for success in their individual pathway. These strategies, together with student voice and agency will form part of our school culture and community at Donnybrook DHS.

- Effective teachers believe they can unlock the learning potential of every student
- Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve
- Effective teachers believe in inclusion and value student diversity
- Effective teachers believe student wellbeing and engagement are essential to student achievement
- Effective teachers believe they share the responsibility for student success with schools, families and the broader community
- Effective teachers believe in equity and reconciliation
- Effective teachers believe in preparing students to become their own teachers and successful life-long learners





DONNYBROOK DHS STAFF DEMONSTRATE OUR BELIEFS BY:

- Knowing our students, our school and our community.
- Ensuring every student can achieve and experience success.
- Developing relationships with families and the broader community.
- Understanding that all students have strengths and these can be utilised within the learning environment.
- Utilising culturally responsive to ensure students are successful as individuals.
- Fostering self-awareness and self-reflection with both staff and students.
- Caring and catering for the whole child and their needs.
- Sharing the responsibility for student learning and success.
- Empowering students to develop their own voice within learning environments.
- Ensuring all individuals have access to the strategies they need to achieve success.
- Developing a culture where students feel valued, heard and have a sense of belonging.

FOCUS AREAS 2023-2027

**EXPLICIT
TEACHING**

COLLABORATION

**INTERVENTION
AND
DIFFERENTIATION**

**STUDENT AGENCY
AND
VOICE**

Explicit Teaching

What You Will See

- **Lesson intentions** and **success criteria** are visible to students each lesson.
 - Junior Campus
 - WALT: We Are Learning To
 - WILF: What I'm Looking For
 - Senior Campus:
 - Lesson Intention
 - Success Criteria - co constructed with students
 - Must include:
 - Concepts: what students are learning
 - Skills: how students will demonstrate their understanding
 - Context: how the students can apply to skill
- **Warm ups** are utilised at the beginning of each lesson to revise previously learnt skills and concepts.
 - Fast paced and delivered to the whole class
 - Include differentiation: 30% support / 40% at level / 30% extension
 - Include the following aspects:
 - Recite: read or identify information
 - Recall: remember information without reading it
 - Apply: use information to solve a problem
- The **gradual release model** of I do, we do, you do is implemented to support student learning.
 - I do: Teacher directed self talk aloud to the class to break down the concepts or skill into easy to remember steps.
 - We do: Teacher guides the students through the steps as a class, small group or individually
 - You do: Students individually practice the skill or concept
- Lessons finish with a **review** which provides the students with the opportunity to reflect on the lesson intention and success criteria.



Supporting Documents

- Explicit Teaching Poster
- Lesson intentions Inventory List
- WALT and WILF Whiteboard Posters
- Lesson Intention and Success Criteria Whiteboard Posters
- Warm Up Activity Inventory List
- Review Activity Inventory List

Collaboration

What you will see

- Utilise whole school programs in Literacy and Numeracy.
- Whole school wellbeing practices are reviewed and implemented by staff (as outlined in the SEL plan).
- Professional Learning Communities are utilised to;
 - analyse data
 - build staff expertise by sharing knowledge
 - plan programs and develop common assessments
 - moderate collaboratively to ensure accurate reporting
- Develop handover documents annually and are used by staff to inform planning.
- Whole school PBS practices are regularly reviewed, refined and implemented by staff.
- Classroom teachers and administration communicate to accurately monitor attendance.
- Whole school teaching, assessment and reporting schedule is refined and followed by all staff.
- External networks are utilised to ratify judgements on student achievement.
- Strengthened partnerships between school and home to support student progress.



Supporting Documents

- Literacy Operation Plan
- Numeracy Operational Plan
- SEL Operational Plan
- Professional Learning Community Action Learning Model
- List of internal and external networks
- Whole School Teaching Schedule
- Whole School Assessment Schedule
- Whole School Reporting Schedule
- Handover Templates

Intervention & Differentiation

What you will see

- Data is used to identify students who need extension or support.
- School-wide case management model is followed to ensure students are receiving early intervention.
- Identified students are engaged in evidence based intervention strategies.
- Strategies utilised by evidence based intervention programs are evident within classrooms.
- Ensure all students have the required supports to ensure they are able to access the curriculum or a learning program targeted to them.
- Social and emotional learning competencies are evident within all classrooms
- Ensure lessons are engaging and invoke curiosity in our students.
- Critical and creative thinking processes are evident within classrooms to support higher order thinking and deep thinking.
- Learning opportunities and environments are culturally responsive.



Supporting Documents

- School-wide case management model
- Culturally responsive classroom practices
- Critical and creative thinking processes
- SEL Operational Plan

Student Agency and Voice

What you will see

- Student agency and voice is promoted and used in decision making throughout the school.
- Empower student agency and voice to build self-efficacy and autonomy, and to be partners in their learning.
- Students are given opportunities to review reflect and set goals for future learning.
- Student's strength, interests, abilities and experiences are identified and integrated into classrooms.
- Student agency and voice is evident in individual pathway planning and goal setting.
- Culturally responsive practices are evident throughout the school, with the input of student involved in Follow the Dream.
- SRC and Year 6 students leaders are supported to promote their vision for the school
- Student voice is encouraged and supported through Mindful Education lesson and AdventureWorks planning.



Supporting Documents

- Mindful Education Plan
- Student Leadership Framework