School plan 2015 – 2017

Deniliquin High School 8218

Quality Teaching

Enhancing Leadership

Positive Relationships
## School vision statement

Deniliquin High School endeavours to create an environment that enables our students to achieve to their highest possible potential.

We aim to provide our students with the necessary skills to be successful, valued and effective citizens who respect themselves and their community.

Our aim is to prepare our students for the challenges of life in an ever-changing, demanding and complex world.

*We aim to be a school where our students feel cared for and are encouraged to care for each other.*

## School context

Deniliquin High School is a comprehensive, co-educational secondary school located in the South-West of the Riverina. The school has approximately 540 students that come from the township of Deniliquin and the wider rural community.

The school has a dedicated staff that ranges from beginning to very experienced teachers. Deniliquin High School has a strong commitment to student engagement, quality teaching and maximising outcomes in literacy and numeracy.

Deniliquin High School promotes a caring and supportive environment, providing programs that cater for students of all ability and backgrounds. Parent and community relationships are highly valued.

## School planning process

Planning and consultation for the development of the school plan initially took place during 2014. Obtaining feedback for the development of the school plan was a comprehensive process and involved all areas of the school community.

Information from the school community was gathered by means of face-to-face interviews, discussions/workshops, online surveys and meetings.

The information from the consultation processes mentioned above, has been consolidated to identify focus areas and to develop the three strategic directions for Deniliquin High School over the next three years.
Purpose: By developing a quality teaching and learning culture we will promote higher expectations across the school in order to improve student engagement and outcomes.

Purpose: To consolidate and develop the leadership capacity of students, teachers, executive and senior executive to create a dynamic and progressive learning environment.

Purpose: To create positive relationships within the school and with stakeholders in the wider community to enhance school culture, student outcomes and success.
Strategic Direction 1: Quality Teaching

**Purpose**

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

By developing a quality teaching and learning culture we will promote higher expectations across the school in order to improve student engagement and outcomes.

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**People**

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

**Students:**
Students will understand the criteria required to be a successful learner and use assessment feedback to reflect on their learning.

**Staff:**
Quality Teaching is the most effective way to improve the educational outcomes for young people. Staff will present engaging lessons that provide connections to the outside world.

**Parents/Carers:**
Parents will continue to be informed of assessment policies and programs that aim to support a better learning environment.

**Community Partners:**
DHS will engage the expertise of community members to enrich classroom activities and provide real-life contexts.

**Leaders:**
An expectation of innovation and improvement of teaching practice will continue to be set by the executive. Leaders will provide mentoring and coaching support to ensure the ongoing development of all staff.

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**Processes**

How do we do it and how will we know?

- **TPL – Lesson observations will be a continuing professional development tool that increases collaboration between staff across faculties. Executive will assist staff to identify areas for the professional development and facilitate these experiences.**

- **Data Analysis – The school leadership team engages the school community in regularly reflecting on student performance data using the SMART and RAP packages. RISC and PBL data will be used to observe trends in positive and negative learning habits.**

- **How 2 Learn – One staff member from each faculty area will be trained in this philosophy so that they can demonstrate and encourage other members of the faculty to implement this program in their teaching practice.**

**Evaluation Plan**

Executive to monitor TPL activities. Timeline for staff observations to be created and adhered to. Faculty time dedicated to data analysis identifying areas for improvement. Allocation of time at meetings to share successful How 2 Learn strategies.

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**Products and Practices**

What is achieved and how do we measure?

- Quality teaching is enhanced and student engagement and outcomes are improved.

- Staff are equipped and developed professionally to deliver Quality Teaching practices.

- Staff members have a list of TPL activities for the year.

- Each faculty produces a summary of data analysis of their HSC and NAPLAN.

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

A concerted focus on the development of staff through TPL, Data Analysis and the How 2 Learn initiative. A more directed approach to Quality Teaching will be achieved, with higher expectations thus improving student engagement and outcomes.

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**Improvement Measures**

- Performance in external assessments are elevated; ie. HSC, NAPLAN and ESSA.

- A professionally developed staff with an appreciation and focus on Quality Teaching.

- Recorded/ documented increase in staff attending TPL opportunities.

- Improved outcomes as a result of effective Data Analysis.
Strategic Direction 2: Enhancing Leadership

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<th>Purpose</th>
<th>People</th>
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<th>Products and Practices</th>
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<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>To consolidate and develop the leadership capacity of students, teachers, executive and senior executive to create a dynamic and progressive learning environment.</td>
<td><strong>Students:</strong> Students are made aware of and encouraged to be involved in leadership opportunities.</td>
<td>• Develop and access leadership opportunities for students (e.g. SRC planning days, public speaking training etc).</td>
<td>• Increase in leadership interest from students across all years.</td>
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<td><strong>Staff:</strong> Staff are identified and mentored in relieving capacities within the school. TPL opportunities made available to staff. Staff understand a clear chain of command and defining role statements.</td>
<td>• Making leadership a professional learning priority at DHS. Staff will be assisted to develop and implement a professional learning plan that incorporates developing their leadership capacity.</td>
<td>• Staff and students are comfortable with their development in leadership.</td>
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<td><strong>Parents/Carers:</strong> Parents/carers are made aware of leadership opportunities available to students. They will have an awareness of what is expected from students in these roles. Parents/Carers with leadership experience to be invited to DHS to present/participate in classes/assemblies.</td>
<td>• Developing the skills of all executive in leading the school. Preparing Executive staff to step into a position when necessary (succession plans).</td>
<td>• Succession plans are developed for staff.</td>
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<td><strong>Community Partners</strong> Strengthen links within the community to promote, engage and support students in diverse learning/leadership opportunities.</td>
<td><strong>Evaluation Plan</strong> Internal gathering of data regarding representation at SRC. Increase in students nominating to be in leadership roles (e.g. boys). Surveying of staff regarding their personal development in leadership capacity.</td>
<td>• Staff are equipped to step up into an appropriate higher role when necessary.</td>
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<td><strong>Leaders:</strong> Identify, facilitate and develop processes and work with all members of the school community to promote change.</td>
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<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
</tr>
<tr>
<td><strong>Improvement Measures</strong></td>
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<td><strong>Practice:</strong> The school will make deliberate and strategic use of opportunities to enhance leadership across the school. Succession plans will be put in place and professional learning plans for staff will incorporate leadership.</td>
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<td>• An increase in the number of students in leadership roles (especially boys).</td>
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## Strategic Direction 3: Positive Relationships

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

To create positive relationships within the school and with stakeholders in the wider community to enhance school culture, student outcomes and success.

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

**Students:**
Students are made aware and understand our PBL values of Respect, Responsibility and Co-operation.

**Staff:**
Staff are made familiar with and embrace PBL and demonstrate a consistent approach to reinforcing values.

**Parents/Carers:**
Enhance and promote the level of consultation and communication with parents/carers. Parents and carers are to be familiarised with PBL.

**Community Partners:**
Enhance and promote communication with community partners. Building relationships by involving the community in various initiatives.

**Leaders:**
Leaders will model and promote PBL values. Communicate positively and effectively with students, staff, parents/carers and the school community as a whole.

### Processes
How do we do it and how will we know?

- Closely follow the framework of PBL, using expertise/support personnel from outside of the school.
- Enhance communication with parents/carers and throughout the school (i.e., use Sentral program for more effective communication).
- Enhance School and Community links by building relationships with wider community (informing them of programs/initiative etc).

### Products and Practices
What is achieved and how do we measure?

- Students demonstrate PBL values reflected in data analysis (School Evaluation Tool for PBL and the use of Sentral data).
- Parents/carers are well informed and increasingly acknowledge the values in effective interaction with the school (through support meetings etc).
- Staff use skills, language and strategies to reinforce PBL values resulting in positive outcomes for all stakeholders.
- Community links are enhanced promoting access to external resources for our students.

### Improvement Measures

- Increased percentages of Elements in PBL School Evaluation Tool results.
- Increased participation of the wider school community in initiatives/programs etc.
- Satisfaction of parent/carers regarding effective communication by Deniliquen High School (surveys, interviews etc).

## Evaluation Plan
Positive relationship outcomes will be enhanced across the school community. PBL will be effectively implemented and all stakeholders can give input on progress regarding positive interaction via surveys/interviews etc.

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

**Practice:**
The Positive Behaviour for Learning initiative will be a focal point for increasing positive relationships within the school. Successful implementation will enhance school culture and success. There will be increased opportunities for students to access the curriculum.

Increased collaboration/positive relationships between staff, student, parent/carers and the wider community will lead to better appreciation and understanding of initiatives, processes and procedures within the school.