New School Plan is Coming

The executive, staff and P&C representatives have been working hard since mid-2014 on developing the focus and directions of the New School Plan. We have determined that the 3 Strategic Directions for Duval High School will be Learning, Engaging and Caring, as reflected in this graphic:

Engagement in school life, including the wider community fostering successful learning that is relevant, reflective and future focused.

Creating a safe, caring environment where all students are encouraged and supported by staff and peers in their positive endeavours.

Learning as a foundation for confident, independent and respectful lifelong learners.

However, we need more parent, community and student input if the plan is to truly reflect all of our hopes, dreams and goals! Over the next few weeks we will be conducting a range of student activities to provide further detail about what is needed to ensure the school's ongoing educational success. Your children will be asking you about what Duval High School should look like in the future, and participating in enquiry activities of their own as we seek to identify a shared vision for the next five years. We will be contacting the parents and wider community in a number of ways, the first of which is a quick survey on Student Wellbeing and Engagement. You can find the survey at: [https://www.surveymonkey.com/s/LWR56MF](https://www.surveymonkey.com/s/LWR56MF)

Please take the time to read the document, 'The new school plan: A walkthrough,' (attached to this newsletter) which outlines what we are seeking to achieve and how you can not only help, but have an active voice in the future of your child’s school.

DATES FOR THE DIARY

- 12 March> Immunisation for all Year 7s + some Year 11s and 12s
- 17 March> Parent/Teacher Interviews
- 24-27 March> Yr 7 Warrumbungles excursion
- 24-27 March> Yr 8 Moonee Beach excursion
- 2 April> Last day of Term 1
- 22 April> First day of Term 2 for students

In practical terms, what does ‘focus on learning’ mean?
I simply can't believe we're halfway through Term 1 already - it just doesn't seem possible, but then we have been unusually busy lately, and we have some exciting news! We have a new Deputy Principal who will commence at Duval at the beginning of Week 9 (March 23)! Mrs Sandra Rosner will be joining us from Southern Cross School, Ballina, where she is currently Head Teacher of English and regular Relieving Deputy Principal. We look forward to welcoming Mrs Rosner, but in the meantime I specially want to acknowledge the stupendous amount of work being done by our current Relieving Deputy, Mrs Walsh. Mrs Walsh has been flat out organising, counselling and supporting students, and her efforts have been hugely appreciated!

In other interesting news, last week our school Wellbeing Coordinator, Ms Jenny Squires, and I had the pleasure of attending the “sod-turning” for the new shed at Tilbuster Station. Tilbuster Station is an initiative of the Pathfinders organisation, and is intended as a resource for students who have disengaged from school to gain essential life and work skills. As one of the main coordinators is our own P&C stalwart, Charlie Winter, it looks like becoming a fabulous resource for our school and our whole community.

Meanwhile, there is change in the wind at Duval High School. Elsewhere in this newsletter you will find information about the ‘Tell Them From Me’ Student, Parent and Teacher surveys being conducted by The Learning Bar on behalf of the Centre for Educational Statistics and Evaluation (CESE). These surveys are incredibly powerful tools, and will help the government and the Department of Education and Communities to judge the success of current reforms in education and to plan for the future.

Speaking of plans, have you read about the New School Planning Process? Are you interested in being involved? Would you like a say in the future directions of your child’s school? If so, have a look at my other article on the front of this newsletter about our progress so far, and participate in our first parent survey. If you want to be more actively involved, send me an email at duval-h.school@det.nsw.edu.au with the subject ‘New School Plan,’ and share your thoughts about where we should be heading in the future. It’s all about consultation, so have your say!

Stafford Cameron

INTRODUCING NEW STAFF MEMBER ............AMY-LEE PETHERBRIDGE

Name: Ms Petherbridge
Faculty: PDHPE
My earliest memory is...........climbing trees at my grandparents’ house with my sister.
At school ..........I like to take the mickey out of myself and have fun in my classes. #embarrassingteacher

My mother and father always told me ..........don’t pull faces like that, Amy, because one day the wind might change and your face will be stuck like that forever. I guess the wind must have changed...oops!

I wish I'd never .........tasted salted caramel, because now I’m hooked and can’t get enough of it!!!

I wish I had ........... an endless supply of calorie-free Tim Tams with salted caramel filling.

I wish I hadn’t ........... owned up to my salted caramel addiction - now everyone knows!

Continued over page
My happiest moments were ...........at music festivals with my brother and sister.

I'm very bad at ........... remembering names (sorry everyone!!)

My last meal would be ...........my Nana's traditional Sunday roast leg of lamb with roast potatoes, pumpkin and carrot. Or salted caramel ice-cream!

If I were a car I'd be ...........a good ol' Datsun!

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Tell Them From Me Student Survey

This term our school is taking part in the Tell Them From Me student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help them improve. The survey is completed online and is run by an independent research company, The Learning Bar, which specialises in school-based surveys.

Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes less than 30 minutes to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

As well as schools getting student feedback, the Department of Education and Communities, through the Centre for Education Statistics and Evaluation (CESE), will have access to data from across the State and will run a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research will look at how these things impact on student outcomes, including academic performance. Individual students and schools will not be identified in any CESE legislation. Students' personal information will not be disclosed by the Department to any other person or body other than as required by law.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes.

Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish to. If, during the survey, your child is uncomfortable answering any question, he/she should leave it blank and move on to the next one. Your child can stop the survey at any time.

Students will receive a letter and opt-out form at school this week. If do not want your child to take part in the survey, please complete the form and return it to school by Friday, 13 March.

More information about the survey and the research is available on the CESE website: http://surveys.cese.nsw.gov.au/information-for-parents
INTERNATIONAL STUDENTS CIVIC WELCOME

Friday, 26 February in the Armidale Town Hall was a feast for the eyes as 25 different cultural groups newly-arrived in town dressed in their traditional clothing to be formally welcomed. The Mayor of Armidale, Laurie Bishop, formally welcomed the international students attending the University of New England and secondary schools. Four students from Duval High School - Tashneem Momen from Bangladesh and Tenzin Norbu from Bhutan (Year 8); Tashi Gyeltshen and Karma Jimba both from Bhutan (Year 11), attended the welcome and experienced the event. The students were invited onto the stage and welcomed by the Mayor. Each cultural group had a photograph taken with their flag and the Mayor.

My mosaic was my version of my cat, Sasha, which I did last year when I was in Year 7. I won first prize at the Armidale Show last weekend after my Mum entered my mosaic. And my mosaic really did it! I’m really proud of myself.

Emma Holzhauser

My poster was about the Anzacs. It had one poppy going up the middle of the page and a row of crosses behind it saying ANZAC with World War I, 1914-1918 and the Flanders Fields poem next to it. I won first prize as well as Champion in my division.

Bethany Anderson

ARMIDALE SHOW WINNERS

Guys and Dolls is one of the most well-known musical comedies from the golden age of Broadway. Set in 1930s New York, it is a story of gangsters, night-club singers, and the Salvation Army.

Guys and Dolls has a large cast and crew so as many students as possible are required to stage this massive event which will take place during Term 2, with opening night on June 16 at the Armidale Town Hall. Those students who would like to play a leading role in this musical are required to audition during Week 8 lunchtimes (this term), otherwise auditions are not required. Audition requirements can be obtained from Mr Myers.
Duval High School Jacket Order Form
From Intersport Armidale

Dear Parents,

The official Duval High School Jacket is distributed through Intersport, 151 Rusden Street, Armidale.

This is the order form for this jacket. Please note there is only 1 order placed per year for these jackets. We will keep some sizes in store, however once these jackets are sold out there will be no new stock this year.

Cost is $90 per Jacket, size range from XXS-XXXL.

We have jacket size samples at Intersport should you need to check sizing for your child.
As there is no exchange or refund on these jackets it is advised to bring your son or daughter in to try on these samples to ensure you order the correct size.

Orders must be received by FRI DAY 20th of March at Intersport Armidale.

Delivery will be 10-12 weeks from this date if minimum quantities are ordered. We will call you on the number you have advised to us on the bottom of this form once the jackets have arrived at Intersport.

Payment must be made by either cash or credit card - please complete details below.

**Please note we need to get an order for 25 jackets for this order to proceed. Should we not make minimums then you will be advised.

Order form…..Please cut here…..

Name of student: ___________________________________  Size: ____________  Year of student: ________

Parent’s Name: _______________________________________

Contact phone number during working hours: _____________________________________________

Credit Card - Mastercard  Visa  Bankcard No: _______________________________________________________

Exp Date: ____ /____  CCV number ________  Please debit my credit card with the amount of $90.00

Name on card: __________________________________________________

I understand that I have ordered a Duval High School Kea jacket for my son / daughter and have authorized payment. I understand that once I have ordered this jacket I am not able to get a refund on this item.

Name: __________________________________________________

Signature: _______________________________________________      Date:_______________
Bluestar Citizenship

The Bluestar Citizenship Program is the first step in the Leadership Journey for young people at PCYC. The program introduces them to PCYC and gives them both formal and informal training opportunities in leadership, and self-development. In addition to this, they get the chance to meet young people from all over NSW and form friendships that will last well into the future. The formal outcomes of the first part of the journey, the Citizenship Program include:

- Certificate I in Active Volunteering
- First Aid Certificate
- Duke of Edinburgh Bronze Award

In conjunction with the formal qualifications of the program, the young people learn the program having donated at least 20 volunteering hours to their community, increased self-confidence, leadership abilities, communication skills and a greater understanding of what responsibilities a ‘good’ citizen brings to their community.

Bluestar Leadership

The Bluestar Leadership Program is the next stage of the program which helps young people to become Young Leaders within their community, and gives them the tools to develop and lead an activity project at their local PCYC. The program gives them the opportunity to be a young leader at Citizenship camps in the future, and experience the role of a young leader amongst peers. The formal outcomes of the second part of the Blue Star Journey, the Leadership Program include:

- Completion Certificate II in Community Activities/Certificate II in Active Volunteering
- Completion of 7 Habits of Highly Effective Teenagers
- Organising and execution of a project at their PCYC

Bluestar Camp Location

Bluestar Camp 2 2015

This coming camp in April will be held at the Broken Bay Sport and Recreational Centre. Participants travelling to the Broken Bay Centre have the option of accessing the Centre from Ettalong, Palm Beach (though all your group will need to access from the single entry point). In deciding on your access point, you will need to consider your mode of transport (bus, train, car), your start point and the time and day of travel. Parking at all these sites is limited. Please consider this if your group will be travelling by car.

All transport and accommodation is organised and booked by Bluestar, PCYC State Office. Please feel free to contact us with any questions.

Where Tomorrow’s Leaders Shine!

Bluestar Applications

The applications for the Bluestar Program round 2 are just about to re-open and I would just like to catch everyone up to date with the program. I have become aware that many managers are not fully aware what the program involves for the participants or what benefits it brings to the club.

Dated: 13th – 10th April
0th – 9th July
21st – 24th September

New Structure

The new camp structure for Citizenship will involve developing commencement and graduation cohorts. The aim will be to allow the commencement cohort to see the achievement of the graduation cohort and also interact with the current leadership participants of 2015.

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| Year | Oct | Nov | Dec |
|------|-----|-----|
| Graduation | Citizenship Group III |

The Commencement camp involves a 4-day experience – arrive in Ettalong day one, depart morning day four. It is expected that each cohort will involve approx. 10 young people. All involved will be expected to be well-behaved, which will also be important so these participants will be asked to volunteer in your club for a minimum of 20 hours during the term between camps.

Applications

This opportunity is open to any student aged 16 – 18 to participate in a state wide leadership program — at no cost to the individual students or their club. The application process is simple. The participant must fill out the attached forms to the email (also available on the PCYC Intranet) and submit to: leadership@pcycnsw.org.au

If you have any further questions please feel free to contact me on 0403880775 or leadership@pcycnsw.org.au

Supervision

Individually referred by Office of youth management contacts will need to have successfully progressed in case management to a high level of self-regulation. In addition to Sport & Rec staff for each activity, starting rates will be applied at 1:10

Volunteers

I am also urging PCYC Civilians employees, Managers and Volunteers who wish to participate in this program to email me leadership@pcycnsw.org.au with their details and an expression of interest. All volunteers on the camp will have their transport, accommodation and food paid for by the camp at no expense to them.

If you have any further questions please feel free to contact me on 0403880775 or leadership@pcycnsw.org.au
The new school plan
A walkthrough

The purpose of the new approach for school planning is to help guide a rich process for principals and school leaders to engage with their school community (teachers, non-teaching staff, students, parents, carers, community partners) in deep conversations about the future educational directions and strategies of their schools. The new approach uses transformative, strategic, capacity-building and future focused planning to develop key improvements for the school. It is designed to support school leaders in engaging, inspiring and shaping the realisation of the educational priorities, dreams and ambitions of the school community in line with Local Schools, Local Decisions.

In preparation for using the new format, each school will engage in an important process to:

- establish an evidence base to identify the current processes and results of learning in the school
- engage the school community to establish a shared vision and aspirations for the future
- identify 3 strategic directions to be pursued by the school to deliver its shared vision. These should be informed by the School Excellence Framework* and be sufficiently challenging to bring about growth and transformation for the school to engage students in quality learning experiences for optimum learning outcomes.

Format of the school plan
The school plan is made up of five pages that will be published for the community:

- a school background page
- a page outlining the 3 strategic directions for the school and the purpose for each
- three planning pages, one for each strategic direction.

School background
The school background consists of three parts:

- a school vision statement
- a brief statement of the school’s context
- a summary of the process used to develop the school plan, including the engagement of the whole school community.

The school background should be no more than one page in length.

School strategic directions
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction is informed by the standards within the School Excellence Framework* and:

- is evidence based and data informed
- is a succinct statement that drives the development of the school’s educational and organisational leadership culture
- has a clear statement of purpose
- defines the key improvements which combine for the school to achieve excellence.

A successful organisation is typically one in which individuals in the organisation can say why they do what they do. Articulating the purpose for each strategic direction enables the school to communicate why it is important to achieve both school learning and sustained improvement in student learning.

Identifying the purpose and future impact of each strategic direction will help members of the community understand the ways in which they are better able to contribute. Statements should be self-evident and succinct (25-40 words).

* The School Excellence Framework will be finalised and released in Term 4, 2014.
5P planning

To achieve a clear design for leading schools on a learning journey, the new school planning approach includes the 5Ps of planning for each strategic direction – purpose, people, processes, products and practices.

Purpose (the Why)

The purpose of the school plan is clearly articulated in the 3 strategic directions designed by principals and their communities to bring about educational improvements, value-added growth and transformation. It identifies key improvement measures, along with processes to improve future practices and student learning outcomes.

People and processes (the How)

The How focuses on developing the capabilities of the people to successfully deliver the processes that will achieve the new practices and products sought through the plan. In particular, it focuses on how the mindsets and capabilities will be developed to achieve the new practices for students, teaching and non-teaching staff, parents, leaders and other people in, or beyond, the local community. The How provides an opportunity to ensure key aspects supporting the plan are connected and aligned, such as professional development plans for staff. It also includes the processes used to increase student and parent voice to deliver effective engagement and learning.

Products and practices (the What)

These describe what will be achieved as a result of implementing the strategic directions. The products include such things as indicators, outcomes and change in data patterns. The model also identifies future practices to sustain the school’s development efforts. A change in practices across the school may be manifested through a change in school culture. Practices may include new ways to work and interact for staff, students and parents.

After clarifying the purpose of the plan, it is sensible to identify the products and practices – What the school hopes to achieve as a result of this plan. We then work back to the people – How to build capability – to implement the planning processes – How to get there.

Improvement measures

For each strategic direction, improvement measures are identified to establish a method for observing or measuring the achievement of intended outcomes. The improvement measures relate directly to the learning experiences and outcomes being pursued through a strategic direction. Schools receiving equity loadings under the Resource Allocation Model need to explicitly state improvement measures related to those student groups.

Implementation and monitoring

A monitoring section is included in the new approach to school planning to support the successful implementation of the plan. The monitoring section is for internal school use and for discussions with the Director, Public Schools NSW.

For each strategic direction, this section includes:

- the identification of three/four projects, initiatives or workstreams which are key to the implementation of the plan
- milestones to identify the specific activities planned or outputs/outcomes expected throughout the year for each project, initiative or workstream. It is recommended that milestones are designed for 5-weekly intervals, however, it is at the discretion of the principal as to whether milestones are written for 2, 3, 5, or 10-weekly periods
- a system of green/amber/red indicators to signal whether the achievement of milestones is on track
- planning for ongoing activity to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of improvement measures
- planning the resources required to implement the activities related to milestones and for monitoring the efficient and effective use of these resources.

Further information

The school may wish to add a cover page with pictures to personalise the plan (optional). The school plan is to be published on the school’s website.

Please note that additional guides and support materials are available to assist with school planning. These can be found on the DEC intranet on the 2015 – 2017 School Planning page.

Early in 2015, the Department will provide a centralised online school planning tool that will connect to an online annual reporting tool.