School plan 2015 – 2017

21st Century Learning and Student Engagement

Building Staff Capacity and a Culture of strong Professional Practice

Student Wellbeing and a Positive Learning Environment

Positive Behaviour for Learning
School background 2015 - 2017

SCHOOL VISION STATEMENT

We are committed to:

- Developing Duval High School students who are creative, confident, responsible, tolerant, empathetic individuals, who are collaborative and future-focussed, critical thinkers, responsive problem-solvers, lifelong learners and global citizens.
- Nurturing Duval High School students who are resilient, optimistic, unselfish and community-minded young people, who strive to make a positive commitment to society, and who are willing to recognise and utilise their own abilities, and celebrate their successes
- Improving learning outcomes for all students in the school, through improving the quality of teaching and learning throughout the school
- Maintaining high expectations for student attendance, engagement and outcomes, and promoting and maintaining an attractive and stimulating physical environment that supports and encourages learning
- Ensuring that communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children’s further learning
- Supporting student and staff wellbeing, with processes in place to provide both academic and non-academic support to address individual needs;
- Building partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students

SCHOOL CONTEXT

Duval High School is a proud comprehensive Public High School located in Armidale in the New England region of NSW. The school was established in 1974, and has a current enrolment of around 510, of which 12% are Aboriginal students. Duval High School incorporates a Selective Class in Years 7, 8, 9 and 10.

Duval High School has an ongoing focus on excellence and achievement in academic, cultural, sporting and citizenship areas. Duval High School is also a Positive Behaviour for Learning school, and our community values (Community, Respect, Excellence, Safety and Teamwork) are embedded in all school programs and activities. Our school motto, “Learning to Live,” reflects our culture of lifelong learning and high expectation.

We seek to ensure a quality educational program which caters for the learning needs of every student, and encourages them to focus on achieving their potential, concern for others and the cooperative pursuit of excellence. The diverse curriculum, effective suite of welfare programs and a wide range of cultural and sporting opportunities support the school goal of developing well-rounded future citizens.

SCHOOL PLANNING PROCESS

- Staff, students and parents were involved in School Development Day sessions on the New School Planning Process during 2014 and 2015
- New School Planning Process training and introductory material was presented to the school’s P&C, and their involvement and input into the process was formally requested.
- New School Planning Process introductory material was also shared with the wider community through our school Newsletter and website
- Regular Newsletter and website articles have been published about the NSP and ongoing developments at school
- Parent, student and staff “SurveyMonkey” surveys (regarding shared vision, 3 Strategic Directions and 5Ps) were conducted in Term 1 2015. Parents and families were also invited to email or telephone the principal directly to have their say.
- Staff input was developed through regular Monday afternoon information meetings (shared vision, 3SDs, 5Ps)
- Student writing and parent-interviewing tasks were conducted in English and Social Science (shared vision). This activity also garnered parental hopes and dreams for the future of the school.
School strategic directions 2015 - 2017

To facilitate high levels of engagement in all aspects of school life through a holistic approach by students, staff, and the wider community, reinforced by future focused learning. To provide the knowledge, skills and experience to continue in the quest for knowledge and maintain a passion for learning throughout their lives.

21st Century Learning and Student Engagement

To develop and support staff to provide quality teaching and learning that is innovative and diverse, and that promotes critical, creative learners. To utilize the NSWDEC Performance and Development Framework and the Australian Professional Standards for Teachers to build staff capacity, leadership and professional practice.

Building Staff Capacity and a Culture of strong Professional Practice

To create a safe and supportive environment for students, with teachers who know their students and can provide for the individual needs of all students. To develop positive relationships amongst all members of the school community so that all are welcomed and valued.

Student Wellbeing and a Positive Learning Environment

Student Wellbeing Framework

Positive Behaviour for Learning

Australian Professional Standards for Teachers

Performance and Development Framework

21st Century Learning

Student Engagement
## Strategic direction 1: 21st Century Learning and Student Engagement

### PURPOSE

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

To create engagement in all aspects of school life through a holistic approach by students, staff, and the wider community, reinforced by future-focused learning.

To provide the knowledge, skills and experience to continue in the quest for learning throughout their lives.

### PEOPLE

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

**Students**

The general capabilities of 21st Century learners are taught, modelled and celebrated within the whole school student community. Values of highest priority include learning for life, creative problem solving, adaptive technologies and collaborative work practices.

**Staff**

Professional Learning on how students engage, learn and work collaboratively is developed in cyclic format through implementation of the Performance Development Framework.

### PROCESSES

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

Explicit strategies are identified to raise awareness of the general capabilities of 21st Century learning:

- Critical and creative thinking
- Ethical understanding
- Information and Communication Technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

All teaching and learning programs will demonstrate evidence of appropriate curriculum differentiation to support all students to achieve these capabilities.

Teachers will use the goal-setting processes of the Performance Development Framework to align their professional learning to support 21st Century Learning strategies, and support flexible curriculum delivery to best meet the needs of individual learners.

Effective differentiation of teaching and learning will be monitored through NCCD and PDF processes.

### PRODUCT AND PRACTICES

#### What is achieved and how do we know?

**Products**

The General Capabilities of 21st Century Learning are embedded in all teaching and learning programs, and reviewed via the PDF process.

Both summative assessment tasks and observations of student learning reflect growth in the general capabilities of C21st learning.

The proportion of students at or above national minimum standard in Year 9 NAPLAN Reading and Numeracy will increase by 5%.

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

**Practices**

Regular data analysis will inform teaching and learning practice and school programs (e.g. RISC/Sentral entries).

Alternate methods of educational delivery are investigated, researched and trialled to support differentiated learning.

There is consistent implementation of PBL values and structures throughout the school.

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**Duval High School 8492**

Page 4
## Strategic direction 2: Building Staff Capacity and a Culture of strong Professional Practice

### Purpose

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

To develop and support staff to provide quality teaching and learning that is innovative and diverse, and that promotes critical, creative learners.

To utilize the NSWDEC Performance and Development Framework and the Australian Professional Standards for Teachers to build staff capacity, leadership and professional practice.

### People

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

**Students**

Students benefit from teachers being actively engaged in a range of evidence-based teaching strategies to engage and encourage students to achieve their personal best.

**Staff**

Teachers contribute to school-based planning and participate in professional learning to ensure transformation of practice in the class room.

**Parents**

The plan for curriculum delivery will be shared with parents, families and the wider community and feedback will be sought on ways to make the school curriculum more responsive to local needs.

**Community partners**

The school will build partnerships with the University of New England and other teacher-education providers to foster deep knowledge of current research into effective pedagogical practice.

**Leaders**

In line with strategies and activities being undertaken at Duval, leaders will focus on building and maintaining our strategic purpose and opportunities through the PDF.

Professional practice will be a key indicator of performance development, and relevant TPL will be sourced and provided to support staff in this area.

### Processes

**How do we do it and how will we know?**

Structured improvements in teacher pedagogical practice will facilitate growth in student capacity to engage in learning successfully. The school will promote and maintain an environment reflective of its high expectations that students will engage confidently and creatively in their learning.

Staff capacity building will be enhanced by TPL, learning walks, team teaching and mentoring, classroom observations, staff and student surveys, parent feedback, learning plans, student classroom evidence and enhanced communication between teachers and parents.

New teachers will be coached and mentored by providing opportunities to reflect on and evaluate emerging pedagogical trends and their application to the classroom.

Leadership capacity building will be planned and evaluated. Leading and learning are linked to continual growth and improvement in both bench mark testing results and in the wellbeing of all students.

This can be measured by reduced disciplinary action, reduced absenteeism and improved results in national testing.

Implementation of the plan will be monitored through the PDF process and tracking of milestones.

### Product and practices

**What is achieved and how do we know?**

**Products**

All teachers will be certified as Proficient with BOSTES. Between 5 and 10% of the staff will have commenced processes for accreditation at higher levels.

All teachers will have a Performance Development Plan based on the PD Framework and the Australian Professional Standards for Teachers.

Measurable rates of truancies, suspensions, N Warnings and incidences of Sick Leave will decrease.

**Practices**

All staff are wholly conversant with the Australian Professional Standards for Teachers, and their implications for their professional practice and vocational aims.

All staff will be engaged in gathering evidence to support maintaining accreditation at proficient level.

All staff are fully engaged with the PDF and are immersed in the process of accreditation.

There is consistent implementation of PBL values and structures throughout the school.

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Duval High School 8492
Page 5
### Strategic direction 3: Student Wellbeing and a Positive Learning Environment

#### PURPOSE

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

To create a safe and supportive environment for students, with teachers who know their students and can provide for the individual needs of all students.

To develop positive relationships amongst all members of the school community so that all are welcomed and valued.

#### IMPROVEMENT MEASURE/S

PBL is integrated in all school systems and practices, and all educators at Duval High School are involved in Tier II pedagogical process development through PBL. This will be reflected in PBL SET results and “Big 5” data review reports.

Enhanced student wellbeing will be evidenced through:

- Analysis of ‘Tell them from Me’ survey responses
- Increased levels of student, parent and staff satisfaction, displayed through data analysis of QSL and similar surveys
- Ongoing support of key practitioners, including Year Advisers and Wellbeing Team, Counsellors, SLSCos and partnerships with external agencies

#### PEOPLE

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

**Students** PBL is integrated in all school systems and practices, and student lessons to continue under Tier 2 processes.

At-risk students will be provided with an in-school mentor.

The school will commence the process of implementing IEPs for every student

**Staff** Appropriate staff TPL to be provided under the Performance Development Framework to ensure teachers are upskilled in this area

**Parents** We will increase numbers of parents and community members being directly involved at school through better staff/student/parent communication (including better use of technology), and ensure enhanced communication of PBL to parents through regular articles in the newsletter and resources posted on school website

**Community partners** We will engage community members (FACS, TAFE, UNE, business etc.), external service providers and organisations to support at-risk students.

**Leaders** Leaders will keep student and staff wellbeing at the forefront of school planning and TPL.

#### PROCESSES

**How do we do it and how will we know?**

All staff will undertake training in Tier II PBL structures, focusing on consistent classroom practice and engagement of students in extra-curricular educational activities, as well as targeted group support.

Teachers will also access appropriate TPL in Youth Mental Health and student wellbeing

Alternative programs and support will be provided for at-risk students at school, and more structures and resources will be allocated to wellbeing programs, including anti-bullying, resilience, study skills and Youth Mental Health.

There will more communication with parents and the community about school policies, practices and procedures and their impact on wellbeing.

Regular data analysis is shared to ensure rapid response to concerns and equitable management of student learning and wellbeing. Evaluation of wellbeing programs is conducted, with regular review and feedback to staff.

Implementation of the plan will be monitored through the PDF process and tracking of milestones.

#### PRODUCT AND PRACTICES

**What is achieved and how do we know?**

**Product**

PBL is integrated in all school systems and practices, and all educators at Duval High School are involved in Tier II pedagogical process development through PBL. This will be reflected in PBL SET results and PBL “Big 5” data review reports.

Enhanced student wellbeing will be evidenced through:

- Analysis of ‘Tell them from Me’ survey responses
- Increased levels of student, parent and staff satisfaction, displayed through data analysis of Quality of School Life surveys, and SchoolMap Learning, Teaching and Culture surveys
- Ongoing support of key practitioners, including Year Advisers and Wellbeing Team, Counsellors, SLSCos and partnerships with external agencies

Data analysis is regularly conducted to measure indicators of success, including suspension and attendance rates, referrals to the Deputy Principal, Welfare Coordinator, LST and reported incidences of bullying.

**Practices**

There is consistent implementation of PBL values and structures throughout the school, a genuine whole-school approach to student and staff wellbeing and an acknowledgement of its importance to improved teaching and learning outcomes.