

Strategic Improvement Plan 2021-2024

Deniliquin High School 8218



School vision and context

School vision statement

A supportive and collaborative learning environment at Deniliquin High School is achieved through targeted wellbeing and academic initiatives. A culture of Positive Behaviour for Learning and Restorative Practice will improve students' success, attendance and sense of belonging at school. Explicit teaching of reading and numeracy through a whole school structure will ensure students attain results commensurate with their potential and expected growth.

School context

Deniliquin High School is a comprehensive, co-educational secondary school located in the South-West of the Riverina. The school has approximately 530 students that come from the township of Deniliquin, surrounding towns and the wider rural community. The percentage of Aboriginal students has been slowly increasing with the current enrolment being 11%.

The school has a dedicated staff that ranges from beginning to very experienced teachers.

The school is able to effectively cater for all students in a supportive and inclusive environment. Staff are continually developing their practice to support all students and their individual learning needs. There is a strong support structure with five support classes that assist students to succeed.

The school employs additional staff through a variety of funding sources to support Aboriginal students and students with a variety of learning and social needs.

There are a range of projects that run within the school to support the holistic education of students including our award winning Driver's Education Program in Year 10 and community supported project based learning in Years 7 and 8. The school has a strong creative arts program which is further enhanced with paraprofessionals in art and music offering unique opportunities to students.

The school consistently achieves strong results in the Higher School Certificate across a broad range of subjects with most students who are looking at tertiary study achieving entrance to university.

The situational analysis undertaken by the school highlights the strong results achieved by students across a range of external assessments including NAPLAN and the HSC.

Wellbeing is a major area identified within the community and the school has employed a Head Teacher Wellbeing and a second Deputy Principal out of equity funding to support students and staff. The school has developed a Wellbeing Hub which includes a School Counsellor, a wellbeing teacher, a Student Support Officer and a Wellbeing Health Inreach Nurse.

There is an identified need within the school to foster and develop strong relationships and the school is partnering with our local primary schools and community organisations to implement restorative practices to complement our PBL programs. The school has strong community connections with our local Aboriginal organisations, community groups and local businesses.

The school has identified three key areas for improvement.

1. Reading and decoding skills
2. Teacher practice and collaboration

School vision and context

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3. Student and staff wellbeing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students demonstrate improvement in reading and numeracy. This will be achieved through explicit teaching and a whole school approach to assessment and feedback.

Improvement measures

Target year: 2022

NAPLAN Top 2 Bands in Reading

Increase the proportion of students achieving the top 2 NAPLAN reading bands by 5%.

Target year: 2022

NAPLAN Top 2 Bands in Numeracy

Increase the proportion of students achieving the top 2 NAPLAN numeracy bands by 5%.

Target year: 2022

Aboriginal Student Achievement in NAPLAN

Increase the proportion of Aboriginal students achieving top 2 NAPLAN reading and numeracy bands by 10%

Target year: 2022

HSC Top 3 Bands

Increase in the proportion of students achieving top 3 HSC bands by 5%.

Target year: 2024

Aboriginal Achievement of HSC

Increase in the proportion of students achieving top 3 HSC bands to be equal to or better than non Aboriginal students.

Initiatives

Assessment and Feedback

A whole school approach is developed to support teachers in developing a full range of assessment and feedback strategies to identify the learning needs of individual students across all stages of learning.

Explicit Teaching

Through planned and strategic high impact professional learning, teachers in all KLAs will build staff capacity to explicitly teach reading and numeracy in every lesson. Teachers will be able to more effectively support students to comprehend, solve and to respond to reading and numeracy problems in a range of contexts.

Success criteria for this strategic direction

- The school data shows that student progress and achievement is greater than students at statistically similar schools on external measures
- Assessment is used flexibly and responsibly as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers
- Students and parents understand the assessment approaches used in the school and their benefits of learning. Feedback from students on their learning derived from assessments informs further teaching
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis of the following data sources will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student profiles
- Tell Them From Me data
- Results of student tests.
- SEF SaS

The evaluation plan will involve:

- Every 5 weeks an analysis of data sources to provide clarity around whether we are on track for

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 2: Teacher Practice and Collaboration

Purpose

Our purpose is to improve the collaboration and sharing of skills between staff through the establishment of learning teams where every member of staff is engaged in improving teacher practice by working collaboratively within and across faculties.

Improvement measures

Target year: 2023

Student Growth in Reading

Increase the percentage of students achieving expected growth in NAPLAN reading by 4%

Target year: 2023

Student Growth in Numeracy

Increase the percentage of students achieving expected growth in NAPLAN numeracy by 5%.

Initiatives

Collaborative Learning Teams

Create sustainable systems for cross faculty Collaborative Learning Teams to identify and implement best-practice models of teaching that centre on student needs and improving student learning outcomes. We will develop a strong culture where collaborative planning, reflection and peer coaching are embedded into everyday school life.

Culture of High Expectations

Through high impact professional learning, a culture of high expectations will be developed across the school where all students are challenged and engaged in learning. Teacher capacity will be developed to ensure appropriate differentiation of the curriculum meets the learning and wellbeing needs of all students.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to improve student learning outcomes
- The schools curriculum provision supports high expectations for student learning. teaching and learning programs across the school show evidence that they are adjusted to meet the needs of individual students, ensuring all students are challenged and adjustments lead to improved learning.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis of the following data sources will guide the school's future directions:

- NAPLAN data
- Scout data
- Observation records,
- Professional Learning records,
- staff surveys
- student surveys
- community surveys,
- Student work samples
- Tell Them From Me data

Strategic Direction 2: Teacher Practice and Collaboration

Evaluation plan for this strategic direction

- Retention data

The evaluation plan will involve:

- Every 5 weeks an analysis of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to provide an environment where all members of the school community develop positive relationships in order to connect, succeed and thrive.

Improvement measures

Target year: 2022

Attendance

Increased percentage of students attending school more than 90% of time by 10%.

Target year: 2022

Wellbeing

Increase students with a positive sense of belonging by 20%

Target year: 2023

Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 20%

Initiatives

Culture of Positive Relationships and Engagement

By developing partnerships across our school community we will create an environment that is safe for all staff and students. Creative and responsive classroom environments are developed through a focus on the building of positive relationships to optimise student engagement and learning.

We will create a culturally competent and safe environment for our Aboriginal families, and maintaining high expectations for our students' attendance, growth and development, we will deliver better outcomes for our Aboriginal students.

Success criteria for this strategic direction

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve
- Positive, respectful relationships are evident and widespread among students and staff and promote students wellbeing to ensure optimum conditions for student learning across the school

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis of the following data sources will guide the school's future directions:

- Attendance data
- Retention data
- Suspension data
- Scout data
- Sentral Wellbeing data
- Tell Them From Me data
- Community surveys

The evaluation plan will involve:

- Every 5 weeks an analysis of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.