



The “DHSS Way”

July 2021

Grow with knowledge Many paths, many futures

People

The uniqueness of our people; students, staff, parents and community, is the heart of our school.

Relationships and partnerships support us to know the child, know our teams, and know the community.

We truly believe that ‘success is individual for everyone’.

We explore options, to create personalized experiences and opportunities.

There is a willingness and encouragement for everyone to learn from within and outside the school, to question, to understand and to be flexible. Our minds and doors are open.

Our Approach features:

- Inclusion underpinning everything we do.
- Tolerance, understanding, acceptance and the celebration of diversity.
- An honesty based on a foundation of trust.
- Everyone in our community is a learner.
- Our staff is professionally respected and supported to build and apply their theoretical knowledge and understanding to develop and fine tune their craft – their learned skills accompanied by experienced judgement.
- Intrinsically driven, our staff is trusted to explore opportunities and develop customized responses.
- Promoting agency for staff to implement our School Improvement Agendas (SIA) and frameworks responsive to needs.
- We acknowledge that the work of the team is most powerful in our school.

We are driven to explore opportunities rather than seek immediate solutions. We do nothing in isolation but customise our responses to situations, contexts, and individual needs.

We are proud of what we do and know that our work is ongoing.

Instructional leadership is critical to ensure the development of theoretical understanding to guarantee that the implementation of programs and initiatives are unique to the needs of staff and their students.

Instructional leadership involves:

- Setting direction
- Establishing and maintaining culture
- Supporting strengths of teachers
- Planning and implementing strategies and programs
- Using data to enhance planning and performance
- Ensuring feedback networks

This process is embedded in and drives how we set and implement strategic direction and enact our operations, that is, 'how we do business'.

Our Approach features:

- Our Administration Team setting strategic direction, focussing on 'the why and what' with the end clearly in mind and the unequivocal expectation that the 'how' rests with individuals and Area Teams.
- Acceptance that for all initiatives there will be early adopters, the compliant majority and the "challenged". Each, in their own time, will be supported in joining the journey as they travel the different stages of their own learning while growing their knowledge and understanding.
- A realisation that the implementation of programs and initiatives will be at different stages throughout the school and will look different in different classrooms at different times, while knowing that everyone will 'get there'.
- A respect for teacher agency that allows teachers to trial and implement programs and initiatives in their classrooms to suit their individual needs and in a way responsive to their student needs.
- The power of Area Teams working together to consolidate their understanding by discussing, designing and applying theory and implementing it in their practical classroom contexts.
- The value of the inquiry cycle to find the best fit for DHSS. Published / packaged 'solutions' or 'programs' are not considered to solve our problems of practice.
- An understanding that 'there is nothing new' and our SIA will be similar from year to year; that everything we do 'fits together', with 'nothing in isolation' from what we have been previously doing. Metaphorically, we see these new elements as a merging lane into the existing SIA.
- The intention to be never jumping on "band wagons". We use the inquiry cycle to unpack, provide professional development and appropriately resource initiatives within the SIA. We focus on the implementation of support processes embedding initiatives to ensure the work we do doesn't create 'hearses' by abandoning programs and initiatives too soon.
- An encouragement for staff to explore opportunities to value add to 'the why and what' of the strategic direction.

We trust and engage, with fidelity, our process to understand, question, implement and bring to life our initiatives.

We are key drivers in ensuring the process leads to outcomes that are aligned to the specific needs of individuals; both ourselves and students.

Programs and Initiatives

Our programs and initiatives are developed to align with legislation, departmental policies and regional expectations, but with the professional courage to ensure over-riding consideration for our unique and diverse context. Understanding and responding to the diversity of our people ensures relevance and currency.

Working as a Team we embrace our agency to directly address the needs of our people, time and place.

We understand that ‘one size doesn’t fit all’. By reflecting on this, we are best able to make inclusive practices central to everything we do.

Our Approach ensures:

- *Our Students are engaged and learning.*
- *Our Staff is continuously developing and fine tuning their craft.*
- *Our Community is empowered to be part of the life of our school.*

Students	Staff	Community
<ul style="list-style-type: none"> • CARP • <i>Know the child (one pager)</i> • <i>Know the child through the curriculum</i> • <i>Can Do Statements</i> • <i>Dispositions</i> • <i>Student Code of Conduct including PBL, Social Skills Program</i> • <i>Orientation Transition</i> • <i>Enrolment Processes</i> • <i>Welcome to Prep book</i> • <i>Learning & Wellbeing Framework</i> • <i>Learning Connections</i> • <i>FACES</i> • <i>Chess lessons</i> • <i>Homework clubs</i> • <i>P-2 COP [Bob Perry, Sue Dockett]</i> • <i>Loose Parts Play / Nature Play</i> • <i>Prep Fluid Classrooms</i> • <i>Senior School Structure</i> • <i>Tier Two Reading Support – LLI, IEC, PPA</i> • <i>Technology enhancing learning: See-saw, QR Codes</i> • <i>Hands on Learning [partnership with Save the Child Fund]</i> • <i>NDIS therapy delivery</i> 	<ul style="list-style-type: none"> • School Improvement Agenda including widely published ‘One Pager’ • Whole Staff SIA Operational Program including staff meetings / area meetings • Look For Process • Learning Fairs • Pedagogical Snapshot • Assessment Plan • Age Appropriate Pedagogies • Staff wellbeing framework • Staffing structure / organizational model • Coaches and Champions eg SSP, technology, Learning Connections • Induction including Staff welcome letter, weekly PD, collegial mentors • Online Staff Handbook • Annual Performance Review • High Performing Teams • Understanding personality types • Engaged LCC • Bull Shift Principles • Golden Circle Team Statements • Professional Characteristics of Teachers 	<ul style="list-style-type: none"> • Parent & Community Engagement Framework • Integrated support program “Subway” Diagram (review needed) • Harmony Day • DHSS school song • Parent Engagement Officer (Approach) • P&C • Home language classes for students and parents • OOHSC • Agencies that support us eg, C.S., CHYMS, MDA, QPASS • Vision / Plan for the Hub • Partnerships – Schools Plus • Adult English • Chess • Sewing classes • Tier 2 and 3 external agency support • USQ • “Eyes on Inclusion” co-authored USQ text • Volunteers • K-P COP • Community Health, Medical, Allied Health visit • Pre Prep Programs • Play Groups

	<ul style="list-style-type: none"> • <i>Whole School Approach to Differentiated Teaching and Learning – Good First Teaching, Tier 2 Support, Complex Case Support</i> • <i>Inclusive Library Program</i> • <i>Interschool Sport</i> • <i>Sports Carnivals and Events</i> • <i>Optiminds</i> • <i>Intensive English Centre (IEC)</i> • <i>NAIDOC Day</i> • <i>Aussi Wek</i> • <i>Drumming Program</i> • <i>Instrumental Music</i> • <i>Choirs</i> • <i>Student Council</i> • <i>Leadership Programs</i> • <i>'Sendangmulyo School Indonesian Productive Partnerships program'</i> 	<ul style="list-style-type: none"> • Gradual Release of Responsibility • PLC Days • Admin Professional Visits • Coaching Model • Coaching & mentoring opportunities • Networks, e.g., Southern Vale Cluster, Associate Administrators, Maths, • Planning Days • Targeted PDs • Reading Program including 'What Good Readers Do' one pager, comprehension strategies bookmarks, SSP • Workplace Health, Safety and Wellbeing • 	
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Executive Summary	<p>People are the heart of our school. They are valued as are the relationships and partnerships we develop. Everybody is empowered, engaged and has agency to explore “many paths and grow with knowledge”. Our ongoing commitment ensures we are a learning village with the core purpose “every child succeeding”.</p> <p>Our processes are defined and approached through an Instructional Leadership Model. We discuss, design, develop and change our attitudes and approaches in response to community needs. The “How” of our work lies with the people. We collectively establish the “What” and the “Why” of the initiatives we undertake.</p> <p>An extensive range of programs/initiatives exist and is implemented and undertaken in our school. Our guiding principles are reflected through these inclusive programs and initiatives. One size does not fit all, diversity is embedded and everyone is valued.</p>
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