



**DENMARK**  
SENIOR HIGH  
SCHOOL

*Strive to Achieve*

# Business Plan 2021-2023

Proudly an Independent Public School



*Strive to Achieve*



# School Context

Denmark Senior High School is located in the Shire of Denmark within the Great Southern region of Western Australia and near the banks of the Denmark River. Built on its current site in 2000, the school is set on 19 hectares of land one kilometre east of the town centre. The school provides a comprehensive Year 7 to Year 12 secondary school education.

Our partnering primary schools include Denmark Primary School, Walpole Primary School and three non-government primary schools. Golden Hill Steiner School and Spirit of Play Community School are both located in Denmark, and Woodbury Boston Primary School is located in Torbay Hill.

At the commencement of the 2021 school year, our student population sat at 459 students. Approximately 5% of our students identify as Aboriginal and Denmark SHS is a Follow the Dream school. We employ 36.8 FTE in teaching and 19.7 FTE in support staff. The school boasts a suitable blend of long-serving employees and new appointees, with eleven new staff commencing in 2021.

With an ICSEA of 1038 (Decile 3), the school has established a strong academic history with NAPLAN achievement demonstrating high achievement and high progress over consecutive years. Senior schooling pathways include a range of ATAR and General courses complemented by a suite of VET Certificates, often personalised to suit individual student needs. Western Australian Certificate of Education (WACE) completion rates are high with a vast majority of students transitioning successfully to further education and/or employment. A recent trend of increased school based traineeships and apprenticeships has provided quality pathways for those individual students.

Denmark Senior High School embraces the local natural environment along with the community arts and sporting culture. A number of outdoor education programs are offered to enable students to experience authentic learning in the range of natural environs close to our doorstep. The school's successful Arts programs are highly regarded by the community. The annual drama production is a well anticipated feature on the local community calendar. A wide variety of show-casing opportunities are also embraced by our music and visual art students. The school also has an Approved Specialist Program—Basketball with school teams successfully competing in regional, state and national competitions.

We value the many effective partnerships that exist in our tight-knit community. Our proactive School Board provides the necessary balance of support and accountability to underpin our continual improvement journey. Similarly, the school's P&C plays a pivotal role in supporting the school, providing a full-service canteen and actively contributing, both financially and in-kind to key initiatives. Of greatest import is the quality of the student and teacher relationships which foster the sense of inclusion, belonging and care that is the hallmark of Denmark Senior High School.





# Our self-assessment process

Following our successful Public School Review in 2020, this new Business Plan 2021-2023 provides clear direction for the future of Denmark Senior High School, focussing on three key priority areas and associated initiatives as identified as part of our self-assessment process. They are:



**Student  
success**



**Teaching  
excellence**



**Health and  
wellbeing**

We align with the Department of Education Strategic Directions for Public Schools 2020-2024, the Building on strength - Future directions for the Western Australian public school system, and associated Focus documents. We also acknowledge and embrace the views of our parents, care-givers and broader community. We actively seek evidence-based interventions that will further our planned intentions for continuous improvement and engage in regular and robust review processes to monitor our progress and respond to findings.



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# School Improvement and Accountability Framework Conceptual Model



This Business Plan articulates the overarching priorities, targets and milestones that informs our teaching and learning. At the centre of all we do is a focus on success for our students—academically, socially and emotionally. This is supported by our strategic plan that identifies specific interventions and strategies to be incorporated, as well as resources to be committed over the three year life of this plan. Operational planning at the Learning and Priority Area level occurs annually. Teachers incorporate agreed upon strategies into their classroom planning in accordance with their Learning Area specific Operational Plan. Our rigorous bi-annual self-review cycle (plan—act—assess) ensures we respond to the evolving needs of our school community. We measure ourselves against both quantitative and qualitative performance targets and milestones which we report on a regular basis to our School Board and through the Annual Report.

**Kath Ward**  
Principal

# School Mission

Our mission is to encourage the development of a confident sense of self through belonging to a community which values excellence, creativity and responsible citizenship.

We seek to engage students in learning that is challenging, rewarding and lifelong.

We strive to develop their critical thinking, a sense of justice, resiliency and generosity of spirit to support making a positive difference in their future endeavours.

# School Values



RESPECT



RESILIENCE



ASPIRATION

# School Motto

*Strive to Achieve*



# Our Key Priorities for 2021-23

At Denmark Senior High School, our commitment to supporting our students to **‘strive to achieve’** is embedded in everything we do. We seek to provide every student with a pathway to a successful future.

Quality student outcomes are the result of our fostering the qualities of resilience and social capability; literacy and numeracy competency; and through developing teamwork, critical and creative thinking, innovative and entrepreneurial skills. Further, our focus on staff development serves to both enhance their practice and models the value of being life-long learners to our students.

Our three key priorities work together to create the conditions for our students to thrive.

## **PRIORITY 1 - Student success**

In developing a whole-school culture of active learning, we will implement targeted approaches to:

- support students to take increased responsibility for their learning;
- engage actively in learning opportunities;
- demonstrate contextually appropriate progress; and
- pursue personalised learning pathways in preparation for post-school options.

## **PRIORITY 2 - Teaching excellence**

In embracing a whole school culture of excellence in teaching, we will:

- actively reflect on our practice to maximise learning outcomes;
- build the capacity of our staff with a focus on collaborative practice to embed evidenced-based high-impact teaching strategies into all classrooms;
- create a learning environment that promotes high engagement and accountability.

## **PRIORITY 3 - Health and wellbeing**

In developing a whole school culture of wellbeing, we will:

- support students to attain and maintain regular attendance;
- foster a proactive approach to wellbeing by providing opportunities that create a sense of belonging, empathy and value diversity;
- strive to develop capable and empowered students with resilience and strong emotional competence.



# Priority Area 1: Student Success

## TARGETS & MILESTONES

### ● 2021

Every student to demonstrate contextually appropriate progress in Writing as evident in school and system-wide data by 2023.

The percentage of high achieving lower school students (A/B grade) will be equal to like schools by 2023.

The school's median ATAR will be equal to or better than like schools by 2023.

The percentage of Year 12 students who achieve their WACE will be equal to like schools by 2023.

At least 94% of senior schooling students who transition prior to the end of their formal secondary schooling will transition productively to other educational institutions and/or work for each year of this Business Plan.

### ● 2023



# Priority Area 2: Teaching Excellence

## TARGETS & MILESTONES

### 2021

Commencing in Semester 2 of 2021 all staff will actively participate in peer observation and feedback cycles at least once per term.

The DSHS learning framework is to be embedded in all classes by the end of 2021.

Staff actively seek and respond to student feedback to adjust teaching and learning programs at least once per semester.

In 2021, the school will review assessment and grading practices, especially for senior schooling general courses, to consider strategies that will support comparable attainment of A grades to be in alignment with like schools.

Implementation of a range of evidenced-based high impact teaching strategies in all classrooms is commenced in 2021 and embedded by 2023.

All Learning Areas have embedded in their programs differentiated learning opportunities to meet individual student needs to achieve year on year growth.

Establish a strategic plan to offer Academic Extension program to be in place for commencement in 2022 with a plan to deliver across Years 7-10 in the future.

### 2023





# Priority Area 3: Health & Wellbeing

## TARGETS & MILESTONES

### 2021

Year 7 students will engage in a positive education wellbeing program.

A review will be conducted of all transition and wellbeing programs being offered within the school.

Our unexplained absences % will be equal to or lower than like schools.

There will be an increased visibility of Student Services in the school.

DSHS will have clear avenues for genuine and strong student voice.

DSHS will have begun its cultural responsiveness journey to ensure the provision of authentic student experiences.

DSHS will better accommodate for the needs of our gender diverse students and staff.

A plan will be in place to address and improve wellbeing and resilience in all cohorts.

DSHS will have a documented staff health and wellbeing plan.

### 2022

Our regular attendance data will improve by 5%.

All learning areas will have clear links to the Aboriginal Cultural Standards Framework in their courses.

There will be clear documentation processes supporting the educational and transitional needs of SAER students.

A new revised transition plan will be in place with a specific focus on Year 7 & Year 10.

Whole school wellbeing staff and student activities will be embedded into the school calendar.

### 2023

Our regular attendance data will be equal to or better than like schools.



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