

# School plan 2018-2020

## Junee High School 8179



# School background 2018–2020

## School vision statement

To Dream . To Create . To Succeed

Empowering students to achieve their personal best within a dynamic and inclusive learning environment

## School context

Junee High School is a rural comprehensive secondary school which draws students from the township and surrounding farms and villages. The school enjoys high levels of community support from local businesses and farms. We have strong links with our partner primary schools with whom we have shaped the Ngumba–Dal Learning Community. Ngumba–Dal is a Wiradjuri term meaning “unity” which reflects the determination of each school in the Learning Community to share resources, staff and events for the betterment of all schools. We have successfully managed our innovative middle school program, which has included all of the Year 6 students in the Junee district. Our school’s goal is to enrich the quality of life of our students and the wider school community. We are determined to support our students in becoming lifelong learners. To this end, Junee High School provides students with a broad range of academic and extracurricular options; including debating, sport, technology competitions, academic National Competitions, art–based exhibitions, public speaking, and alternative career–based pathways. The school has been involved in the state finals of a variety of sports over a number of years. Students have the opportunity to develop their skills in the arts through school–based performance evenings and the annual Schools Production. The school’s Honours System encourages students to strive for excellence in all aspects of school life and rewards them when they achieve success. We enjoy extensive community support from large numbers of individuals, the Shire Council and all the local service clubs. The school has a dedicated and energetic teaching staff and the students have the opportunity to study the traditional academic subjects or follow a vocational education pathway. Junee High School provides all the advantages and opportunities of a small regional comprehensive high school.

## School planning process

The school has engaged the entire community in the school planning process, which was highly positive and empowering for all involved. It included:

- Executive discussion around a timeframe and school community involvement
- Community Consultation breakfast with the Ngumba–Dal Learning Community
- Staff survey and discussion on key areas for school feedback and direction.
- Staff meeting: collaborative brainstorm for strategic directions
- Student survey via: online survey feedback
- Staff survey via: online survey feedback
- Parent survey via: online survey feedback
- P&C liaison
- Aboriginal community liaison
- Team meetings to:

–determine strategic directions

–determine 5Ps for each of the strategic directions

–collate and produce draft of School Plan

- Draft submitted to PLO for overview
- Final draft written
- Final draft submitted to School Executive
- Plan reviewed and edited – document finalised

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning

### Purpose:

To provide a whole school approach to excellence in curriculum, assessment & wellbeing to support all students to connect, succeed, thrive and learn.

## STRATEGIC DIRECTION 2 Teaching

### Purpose:

To further develop the teaching practice of all teachers through involvement in professional learning and collaboration, with a focus on professional growth, effective teaching and literacy & numeracy.

## STRATEGIC DIRECTION 3 Community Connections

### Purpose:

To strengthen connections within school, within the Ngumba–Dal Learning Community and with Junee and the wider community, enabling efficiency, connectedness and opportunities for all students and staff to succeed.

# Strategic Direction 1: Learning

## Purpose

To provide a whole school approach to excellence in curriculum, assessment & wellbeing to support all students to connect, succeed, thrive and learn.

## Improvement Measures

1. Teaching and learning are evidence-based and differentiated for individual student needs.

2.. Increase in students recognised through PBL and Honours system.

3, Enhance school-wide assessment practices to address the learning needs of all students.

## People

### Students

Build skills to better monitor their learning journey through the use of explicit success criteria, feedback and learning progressions. Students have a sense of belonging and are engaged in schooling.

### Staff

Staff to engage in Professional Learning that addresses innovative assessment practices.

Staff regularly reward students for positive behaviour

### Leaders

Provide opportunities for staff to increase their capacity through professional learning and the sharing of knowledge.

Leaders publicly acknowledge staff and student achievement on a regular basis

## Processes

Curriculum: deliver a differentiated and accessible curriculum with high expectations, to meet the needs of all students.

Wellbeing: implement a whole school approach to behaviour management and attendance with a focus on PBL to promote student wellbeing.

Assessment: students and staff work together to progress student learning through a range of assessment practices

## Evaluation Plan

Progress towards improvement measures will be evaluated through the student and community surveys (Eg TTFM), student behaviour data analysis, well-being and disciplinary procedural evaluations, Teaching & learning program evaluation and TPL data analysis

## Practices and Products

### Practices

Curriculum provisions support high expectations for student learning.

Shared school wide responsibility for student learning is evident through teaching and learning programs and broad, needs based curriculum offerings.

Every student connects, succeeds and thrives through evidence based changes to whole school practices

All staff expertly utilise innovative assessment practices to monitor, plan and report on student progress and achievement

Students receive individualised support through adjustments made to targeted learning.

Teaching programs are dynamic and showcase innovative teaching and assessment practices.

### Products

All teaching and learning programs are data-based and differentiated for individual student needs while measured by program reviews and student work samples.

All student curriculum needs are met through broad offerings through internal and external delivery

All students experience a sense of belonging that allows them to thrive.

All staff are trained to confidently and expertly implement innovative assessment practices regularly.

# Strategic Direction 2: Teaching

## Purpose

To further develop the teaching practice of all teachers through involvement in professional learning and collaboration, with a focus on professional growth, effective teaching and literacy & numeracy.

## Improvement Measures

1. Teachers participate fully in collaboration, observation, Action Research and professional learning and illustrate their positive impact on their practice.

2. Documented and registered programmes which reflect best practice teaching, syllabus aligned knowledge and are receptive to student learning needs (informed by data) are held electronically for all subjects.

3. Programmes, professional learning forums and classroom settings demonstrate teachers are confidently and explicitly incorporating literacy and numeracy strategies.

## People

### Students

Students exhibit positive, growth orientated approaches to literacy and numeracy learning, demonstrating they are at, progressing towards or beyond Band 8 of NAPLAN.

### Staff

Teachers learn new or consolidate existing knowledge through targeted professional learning, employing a range of teaching strategies in their classrooms, sharing their practice, reviewing their practice and making adjustments as required.

### Leaders

The executive are committed to the school professional learning programmes, as leaders and learners, applying current research and supporting their colleagues to implement effective practices in all classrooms.

## Processes

Professional Growth: Strengthen our professional learning culture with explicit systems for collaboration and feedback.

Effective teaching: Broaden teachers' curriculum knowledge and their capacity to explicitly teach and to use data to meet the learning needs of students.

Literacy and Numeracy: Whole school proficient teaching of literacy and numeracy strategies occurs in all subjects to collectively contribute to student growth.

## Evaluation Plan

Professional Growth – Programmes. Observation. Feedback from professional learning.

Effective Teaching –analysis of school-based and external assessment data (NAPLAN).

Literacy and Numeracy– Improvement in NAPLAN data is evident

## Practices and Products

### Practices

Professional Growth: Teachers participate in PL including whole staff focus areas, PLG's and collaborative partnerships, incorporating their new or reinforced understanding in programmes and classrooms.

Effective teaching: Teachers are actively engaged in a whole school professional learning approach which focusses on evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities.

Literacy & Numeracy: All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas. Success is measured by improved student progress and achievement data.

### Products

Enhanced professional growth with systems for learning, collaboration and feedback.

Teachers identify effective methods and utilise these in their teaching and learning programmes which are documented, reviewed and stored via electronic means.

Enhanced literacy and numeracy teaching strategies occurred in programmes and classrooms.

# Strategic Direction 3: Community Connections

Purpose	People	Processes	Practices and Products
To strengthen connections within school, within the Ngumba–Dal Learning Community and with Junee and the wider community, enabling efficiency, connectedness and opportunities for all students and staff to succeed.	<b>Students</b>  Involved in school systems development and community connection opportunities	School: Implement streamlined, flexible processes to deliver services and information, supporting parental engagement and satisfaction.	<b>Practices</b>  Build leadership skills to effectively manage resources, deliver efficient administrative processes and improve parent partnerships.
<b>Improvement Measures</b>  1. Improved administrative systems to consistently manage resources and deliver services.	<b>Staff</b>  Offer opportunities to strengthen processes for administration, Learning Community and community events	Ngumba–Dal Learning Community: Consolidate and develop strategic partnerships that enhance the quality of teaching and learning, transitions and professional learning throughout the Learning Community	Collaborate with other schools and community members to share and embed strong educational practices.
2. Increase in opportunities for collaboration and learning for staff & students across the Ngumba Dal Learning Community.	<b>Leaders</b>  Build skills of staff and community to be involved in events and feedback of processes	Junee and the broader community: Encourage and facilitate students' involvement in leadership, educational, cultural and community events, strengthening learning between school and the wider community	Strengthened connection with Junee Shire council, businesses, agencies and networks to foster student learning & growth outside of Junee High School
3. Increased connection to schools and organisations for learning & leadership opportunities.	<b>Parents/Carers</b>  Encourage greater engagement with the school to be involved in processes and events	<b>Evaluation Plan</b>  Evaluation of administrative processes in place and meeting minutes  Analysis of satisfaction surveys (Tell Them From Me, Year 12 exit surveys)  Evaluation of participation in community events and workplace links	<b>Products</b>  Increase in community satisfaction with school processes  Effective transitions, learning days and shared Professional Learning to increase support of students across the learning continuum.  Improved strategic involvement in Junee & broader community events and opportunities for student engagement
	<b>Community Partners</b>  Regular opportunities offered to discuss community links, learning opportunities and student engagement		
	<b>People</b>		