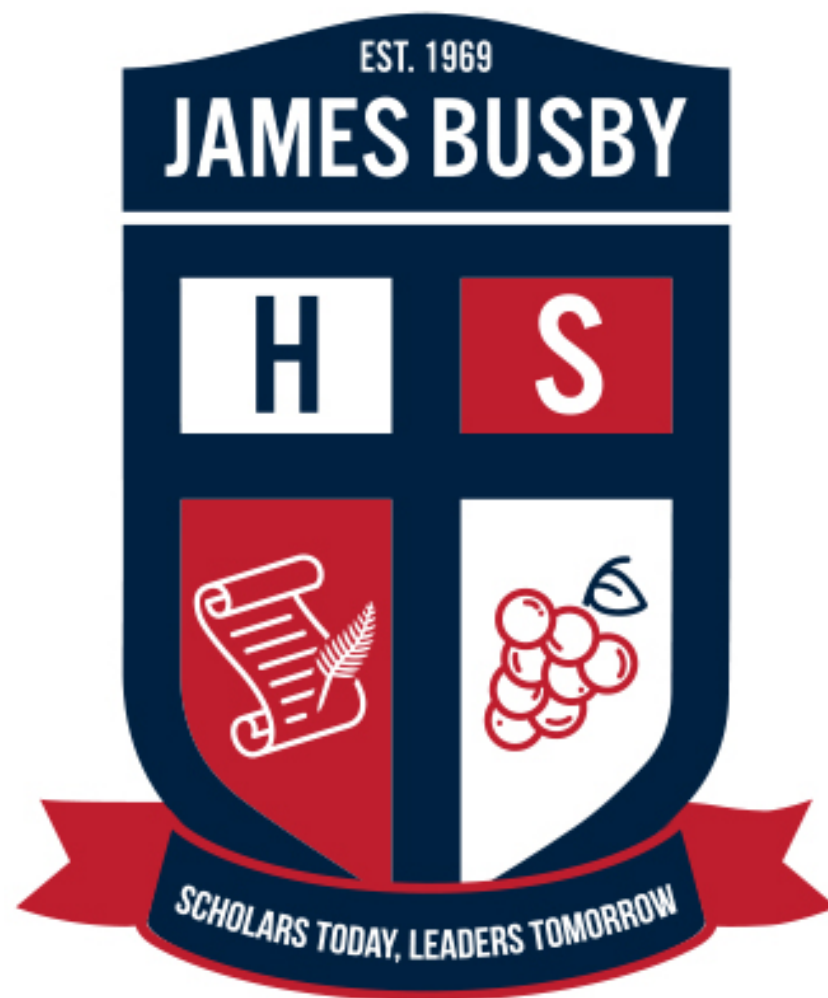


# School plan 2018-2020

**James Busby High School 8460**



# School background 2018–2020

## School vision statement

James Busby High School aims to provide a safe and caring environment where positive relationships are respected and valued across the whole school community. Students are provided with a diverse range of learning experiences within a dynamic, innovative and creative environment. Quality teaching is our core business where all student achievement is actively promoted and valued.

## School context

James Busby High School has an enrolment of 705, including 45 Aboriginal and Torres Strait Islander students and 75% of students from a non-English speaking background. James Busby High School is a comprehensive high school supported by significant Resource Allocation Model Equity Funding. The school has a Support Unit comprising of 10 classes for students with mild and moderate intellectual disabilities, with 5 autism classes. The school has a strong focus on quality teaching, literacy and numeracy enhancement, values driven classroom management underpinned by Positive Behaviour for Learning and a welfare system that empowers its staff and students to maximise their potential. The school employs a Head Teacher Community Consultation, two part-time community liaison officers to promote community involvement. The school also funds an after school study centre and a learning and re-engagement centre for small group tutorials and targeted instruction to address specific literacy and numeracy needs.

## School planning process

The school community was consulted throughout the planning process. Staff planning teams were created and all staff were surveyed to identify the school's strengths and areas that needed development. The teams put forward proposed strategic directions, including purpose statements. Staff also analysed why these directions were necessary and presented these to the team leaders. The School Planning Team collated and analysed the data, as well as data gathered through a situational analysis, to ensure that our strategic directions addressed the school's needs. Findings were then presented to the executive staff and all staff during separate meetings. Feedback was collated and changes were implemented. Parent groups were also consulted at each of the planning stages. Our parent group supported and agreed with the strategic directions developed by the school throughout the planning cycle. Our School Planning Team has had ongoing professional development and regular consultative sessions in order to assess, refine and finalise the School Plan.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Teaching

### Purpose:

To improve the proportion of students demonstrating proficiency in literacy and numeracy through a data driven decision making process that informs teaching and learning.



## STRATEGIC DIRECTION 2

Positive Relationships

### Purpose:

To establish a positive and respectful school community that enables a happy, high achieving and resilient school.



## STRATEGIC DIRECTION 3

Enabling Leadership

### Purpose:

To embed an Instructional Leadership model within the school. To empower students to develop confidence through their participation in curricular and extra-curricular leadership initiatives.

# Strategic Direction 1: Excellence in Teaching

## Purpose

To improve the proportion of students demonstrating proficiency in literacy and numeracy through a data driven decision making process that informs teaching and learning.

## Improvement Measures

The school contributes to the proportion of students demonstrating proficiency in literacy and numeracy in line with the Premier's targets.

The school contributes to the proportion of students achieving the top 2 bands in literacy and numeracy in line with the Premier's targets.

Curriculum differentiation is evident across the school.

## People

### Students

Students develop greater confidence in demonstrating the literacy and numeracy skills required at their stage of learning.

### Staff

Teachers know their students and how they learn.

### Leaders

Leaders facilitate a coordinated approach to collecting and using data which is adopted across the school consistently.

## Processes

Draw on research and expert knowledge to implement high quality practices and professional learning on curriculum differentiation across the school.

Implement a whole school integrated approach to improving literacy skills so that students can reach proficient levels.

Implement a whole school integrated approach to improving numeracy skills so that students can reach proficient levels.

## Evaluation Plan

- NAPLAN SMART data 2018
- Value-added HSC data 2018
- VALID

## Practices and Products

### Practices

Staff routinely reflect on, and contribute to, data collection and use.

Staff explicitly and routinely embed literacy and numeracy strategies across the curriculum.

### Products

Teaching and learning programs of work are differentiated and stem from scope and sequence documents. These will inform sound lesson preparation, assessment and reporting reflective of differentiation.

Students receive explicit teaching at point of need.

## Strategic Direction 2: Positive Relationships

### Purpose

To establish a positive and respectful school community that enables a happy, high achieving and resilient school.

### Improvement Measures

Increase in proportion of students who have a strong sense of belonging at the school

Reduction of students being suspended

Strengthened community perceptions of the school

### People

#### Staff

Staff receive training on whole school wellbeing and management approach.

#### Students

Students become familiar with the school's wellbeing and management approach, taking responsibility for their own behaviour

#### Leaders

Professionally develop and model the school's wellbeing and management approach.

#### Parents/Carers

Parents/Carers are provided with information regarding the school's wellbeing and management approach.

### Processes

Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Provide staff with support structures so that they can apply the Wellbeing Framework in line with school, policy, programs and procedures.

### Evaluation Plan

- *Tell Them From Me* data
- Student and staff survey of school values
- Survey staff knowledge of Daily Procedures Handbook 2018

### Practices and Products

#### Practices

Staff actively and consistently engage with the school's wellbeing and management approach.

The school provides ongoing professional learning and support for staff.

#### Products

Students and staff develop positive and respectful relationships

Staff have a consistent approach to student management and behaviour.

Improved perception of the school within the community.

Teaching and learning programs reflect the school's commitment to wellbeing.

# Strategic Direction 3: Enabling Leadership

## Purpose

To embed an Instructional Leadership model within the school. To empower students to develop confidence through their participation in curricular and extra-curricular leadership initiatives.

## Improvement Measures

Internal survey data reveals that staff have opportunities for ongoing development through the evaluation of internal and external professional learning structures

*Tell Them From Me* data reveals that students have a stronger sense of engagement at school

Staff participate in professional collaboration opportunities (Staff Register)

Increased proportion of student body actively involved in programs

## People

### Leaders

School leaders model Instructional Collaboration and Leadership.

### Staff

Provide greater opportunities for students to lead their own learning and participation in external and internal programs.

### Students

Develop greater confidence in themselves.

## Processes

Implement structured professional learning opportunities for teachers that develop their capacity through mentoring, professional learning and collaborative opportunities.

Implement internal and external programs that develop the leadership skills and opportunities of students.

## Evaluation Plan

- Staff survey on professional learning
- Tell Them From Me student survey
- Student participation rates in: Sky High, Fast Forward, Leadership Group, SRC, Prefect Camp, Ski-trip, Driver Education, All My Own Work, ALARM scaffold, Sport, Music, Environmental causes, the Arts, Boys Education, Girls Education, Pacifica Group.

## Practices and Products

### Practices

Teachers harness their expertise and the expertise of others to build leadership density within the school.

Students collaboratively engage in and value diverse leadership programs.

### Products

Staff develop a stronger sense of leadership and reflective practice.

Students develop their leadership skills and take greater responsibility for their own learning.